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AUTHOR Gartside, Peter; And Others
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ABSTRACT

This report describes a Scottish Education Department study of induction (new staff orientation) policy and practice provided by colleges and of perceptions about the adequacy of such provision in the opinion of new staff, senior college staff, and regional officials. An introduction discusses the two-stage research design; this consists of case studies of five colleges and a national survey of 32 colleges. Chapter 2 reports on the range of difficulties new lecturers face. Difficulties are categorized under three main headings: getting to know how the college works, adjusting to the Further Education (FE) culture, and teaching. Chapter 3 describes induction arrangements in FE colleges, such as taught courses; planned activities; and informal, ad hoc help. Chapter 4 reports national survey data from new lecturers about the kinds of arrangements they have found helpful. Findings suggest that informal assistance from departmental colleagues is the most helpful kind. Chapter 5 reports findings that indicate that respondents emphasized one or more of three purposes of induction: provision of information, making new lecturers feel secure, and socializing new lecturers into the world of FE. Chapter 6 discusses the question of the use of student feedback in evaluation of lecturer performance. Chapter 7 identifies induction costs as administrative and personal. Chapter 8 discusses implications for college induction practice and recommends systemization of informal induction. The five case studies are appended. (YLB)

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IN AT THE DEEP END?

Induction in Colleges of Further Education

Peter Gartside, Julie Allan, Pamela Munn

Within the further education sector, new lecturers are appointed from a variety of backgrounds to teach on a wide range of courses. Many have no formal teaching qualifications but often have to begin to teach immediately without any help whatsoever. This report, based on case-studies and a national survey of colleges, describes the difficulties experienced by new lecturers and the arrangements which colleges make to help them overcome these difficulties. It emphasises the reliance on informal help and suggests ways to make this more systematic so it can be more effective.

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CONTENTS

	Page
List of tables	ii
Preface	iv
Chapter 1 Introduction	1
The FE context of the research	1
The aims of the research	3
The research design	4
Other research activities	7
Chapter 2 The difficulties experienced by new lecturers	8
1 Understanding how the college works	8
2 Adjusting to FE	9
3 Teaching	11
Difficulties in relation to backgrounds	12
Difficulties in relation to contract	14
Difficulties in relation to subject areas	15
The Demands of the National Certificate	16
Summary	16
Chapter 3 Induction arrangements	17
Factors affecting the provision of induction	17
Induction arrangements	18
Factors affecting the arrangements	22
Who received induction?	23
Access to induction	26
Summary	28
Chapter 4 Which induction arrangements are helpful?	29
Informal help	30
Taught courses	32
Planned activities	33
Other kinds of help	33
What kind of induction was unhelpful?	33
Summary	35
Chapter 5 The purposes of induction	36
The case-study evidence	36
The national survey evidence	38
Implications	41
Summary	42

Page

Chapter 6 Student feedback and induction 43

What is student feedback? 43
How is student feedback obtained? 45
New lecturers' views on the usefulness of student feedback 47
The relevance of student feedback to induction 48
The implications of feedback for staff development 48
Summary 49

Chapter 7 The costs of induction 50

Administrative costs 50
Personal costs 53
Should induction be costed? 54
Summary 56

Chapter 8 Implications for college induction practice 57

The present situation 57
The case for systematising departmental induction 61
Summary 63

Appendix A The cost of induction provision 64

Appendix B Five case-studies 66

References 82

LIST OF TABLES

Table 1.1 Induction provision in the case-study colleges 4

Table 1.2 Respondents involved in case-studies and the national survey 5

Table 2.1 Difficulties in knowing how the college works 9

Table 2.2 Difficulties in adjusting to the FE culture 10

Table 2.3 Difficulties in teaching 11

Table 3.1 New lecturers who received induction as a percentage of total lecturers in that contract group 18

Table 3.2 The different kinds of induction experienced by new lecturers 21

		Page
Table 3.3	The proportion of time spent on the different kinds of induction by new lecturers	21
Table 3.4	New lecturers who received induction by occupational group	23
Table 3.5	The kinds of induction received by part-time lecturers	25
Table 4.1	The most helpful kind of induction experienced by new lecturers	29
Table 4.2	Staff most helpful to new lecturers in overcoming difficulties	30
Table 5.1	Problems which could be alleviated through a a college induction programme: promoted staff's views	38
Table 5.2	The importance of induction: National survey responses	39
Table 5.3	Purposes of induction: New lecturers and promoted staff	40
Table 6.1	Does a formal system exist in the college for obtaining student feedback?	44
Table 6.2	Other mechanisms of student feedback	46
Table 7.1	The administrative costs of induction: promoted staff's views	50
Table 7.2	Constraints on induction: promoted staff's views	52
Table 7.3	The personal costs of induction: promoted staff's views	53

PREFACE

In the recent past Further Education has been at the core of many innovations. Most notable amongst these have been the imposition of a modular structure upon the non-advanced curriculum, with accompanying changes in assessment and in teaching methods, the increasing volume of mature students, the development of open learning and various government training initiatives. All these innovations have staff development implications, not least of which is the induction into the world of FE for new lecturers. In a context where there is no compulsory pre-service training for intending lecturers, induction is especially important.

This report is the result of a one year investigation into college induction policy and practice funded by the Scottish Education Department. The research involved an in-depth investigation in five colleges and a national survey of 32 colleges. We discuss, in successive chapters, the difficulties experienced by new lecturers, the induction arrangements found in colleges and which of these the new lecturers find most helpful in overcoming their difficulties. We also report the use of student feedback in the context of induction, the costs of induction and conclude with a discussion of the implications of our findings for college induction.

The research would not have been possible without the help of a great many people. We are grateful to all staff in the case-studies who spared time to be interviewed and who provided us with relevant documents about induction. We are grateful also to all those who took the time and trouble to complete our questionnaire at what was a busy time of year. We acknowledge the support of the staff in the two colleges who piloted the questionnaires before they were distributed to the FE colleges in Scotland. We also thank the principal and staff of the School of Further Education for their advice and encouragement, and for allowing us to attend one of the SFE Induction Course sessions. Our Advisory Committee offered us constructive help, especially in identifying the case-study colleges and in drafting the questionnaire, and Hugh Batten helped us with the analysis of our data. Finally our thanks go to Mavis Gutu, May Young and Janette Finlay who typed drafts of the manuscript quickly and accurately.

The views expressed here are those of the authors and not necessarily either those of SCRE or of the Scottish Education Department.

INTRODUCTION

THE CONTEXT OF THE RESEARCH

In recent years there have been dramatic changes in the Further Education service. The introduction of the National Certificate whereby the non-advanced FE curriculum was modularised, as well as various training initiatives from the Training Commission (formerly MSC), have radically altered the shape of non-advanced FE provision. In addition colleges are now obliged to market their courses effectively in order to attract more students to meet the aim of increasing cost-effectiveness. In doing so, they face competition from other FE colleges and private training organisations. The age range of students involved in FE varies from school age to the elderly, but with a greater variety of courses than ever before. In attracting these people, colleges have had to demonstrate great versatility. As well as offering students a choice of when to study, colleges now offer choices of where to study through open learning opportunities.

These changes have intensified the demands on FE lecturers, in terms of a wide range of professional skills, teaching a diverse client group, curriculum development, assessment and a host of other duties often performed under intense pressure. For the lecturer who is newly appointed to the FE service, the difficulties can be enormous.

Lecturers in FE colleges are drawn from diverse professional and industrial backgrounds. Some staff have had previous experience of teaching in primary or secondary schools. Others come to college straight from industrial, commercial or craft backgrounds, possessing highly valued practical knowledge and skills to be taught to students. Unlike primary or secondary teaching, however, there is no compulsory pre-service training course which intending lecturers have to attend before taking up their first appointment in college. This situation has emerged on the recommendation of the Robertson Committee (1965) who saw the need for training to reflect the practical nature of FE teaching. Most new lecturers are expected to attend the in-service course offered by the School of Further Education (SFE) at Jordanhill College which leads to the Teaching Qualification in Further Education (TQFE). Demand for places on this course is high, and this, combined with budgetary constraints on the number of staff which Regions can afford to send to the SFE, means that immediate access to the course can be limited. On average most new lecturers must wait 2-3 years before gaining a place on the TQFE course and in the course of our research we came across staff who had had to wait considerably longer than this.

Another characteristic of FE staffing which is worth drawing attention to, is the high proportion of part-time staff in colleges. The most recent figures from the Scottish Education Department indicate that about 20% of all new staff ie staff with no previous teaching experience in FE in Scotland in 1986-87, are on part-time contracts. We are aware that the figure of 20% can vary between colleges, within individual colleges over time. Nevertheless it reinforces the impressions which we gained in the case-studies, that the number of part-time staff employed in FE is a significant proportion of the total.

In the past, new lecturers have found things out for themselves, through trial and error and through ad hoc, informal help provided by their colleagues. Increasingly, however, colleges are beginning to consider how

they can systematise the help which new lecturers need in the complex world of current FE course provision. Also, the importance of staff development and induction has been highlighted in recent HMI reports of five FE Colleges.

The extent and nature of college induction provision was an important focus for the research and is dealt with in more detail in Chapter 3. However, in order to provide a general context for the research, we thought it important to provide some general descriptive information here about the extent of induction provision

Regional support for induction

In our case-studies of colleges in five Scottish Regions we found that the extent and nature of the support which is provided at regional level for induction varies, and it has not been possible to quantify this. Some Regions provide financial support in the form of the appointment of staff development officers. In some Regions these operate at college level only, in others at regional level only and in others again at both regional and college level. In all the instances the funding is designed to support a wider field of activity than induction, such as staff development related to the National Certificate. Other Regions do not make funds specifically available, but they give tacit support to the colleges to provide induction. This was articulated as giving the freedom to the principals to use what resources are available in the way they consider most appropriate, and accepting the principals' judgement in respect of how the resources should be used to provide induction.

None of the Regions involved in the case-studies has a definitive policy on induction, yet a considerable amount of induction is taking place. It would seem that the availability of induction does not depend on the existence of a regional policy.

College induction

In most instances colleges are free to make their own induction arrangements. They can either run their own programmes or send staff to the School of Further Education which runs an Induction Course as well as the TQFE course previously mentioned.

The SFE Induction Course consists of three phases. In phase one, new lecturers attend a taught course at the School which lasts five days. They then return to their own colleges where they receive a visit from an SFE tutor. This represents phase two. In phase three the lecturers attend another taught course which lasts two days, and takes place three weeks after the first taught course.

We came across instances where colleges had invited members of the SFE staff to contribute to the college induction programme.

The context of induction, therefore, tends to be one of a mixture of regional and college provision. A resource available to Regions and colleges is a series of self-study units Induction Course for 16+ produced by the 16+ Support Team in Lothian Region in association with the Regional Staff Development Unit (RSDU) in Tayside Region and the Curriculum Advice Support Team (CAST) of Jordanhill.

When we come to look at college programmes in more detail, however, the extent of provision is somewhat opaque. In our national survey of 32 colleges (sample details below) we obtained a confused picture of provision. We asked a range of senior staff 'Is there a college induction programme?'. In 14 of the colleges there were conflicting responses with some senior staff saying there was a college induction programme and others saying there was not. Of the 18 colleges where there was a consensus of opinion, the senior staff of 14 colleges said that an induction programme was provided and 4 said that it was not.

Three of our five case-study colleges had produced written policy statements on induction. In the other two colleges senior management had decided that new lecturers would receive induction but this decision had not been documented. This would seem to indicate that the provision of induction does not depend upon the existence of a college policy.

We were aware that colleges might choose to send new lecturers to the SFE Induction Course rather than provide their own programmes. We, therefore, asked, 'Does the college send new lecturers to the SFE Induction Course?'. A similarly conflicting series of responses was received. Of the 32 colleges, 11 were in dispute about whether they sent staff or not. Of the remaining 21 colleges, 6 did send staff to the School and 15 did not. Five of the 6 colleges who did send staff were from one Region.

We were able to detect 2 colleges who neither used the SFE Induction Course nor provided their own programme. On the other hand 3 colleges used both the SFE course and their own programme.

It is difficult to know whether to attach importance to the conflicting responses from colleges and individual departments within colleges. On the one hand, one could argue that induction is variously construed. On the other hand, it may reveal a lack of awareness among some senior staff about college induction provision. For the moment our concern is to provide the general context within which the research took place. Bradley et al (1983) who studied perceptions of induction in the broader context of staff development also noted differences, suggesting that induction is often used to mean introduction, concerned more with administration than the support for teaching and learning. It can be seen that the picture is a confusing one, with little being known about the kinds of induction arrangements colleges were making or about the perceptions of their strengths and weaknesses in meeting the needs of new lecturers. It was in this context that the research on induction took place.

THE AIMS OF THE RESEARCH

The overall aims of the research, as mentioned above, were to find out about the kinds of induction provided by colleges and perceptions about the adequacy of such provision in the opinion of new staff, senior college staff and regional officials. Aims such as these, however, were too general to guide the research and so a series of more specific research questions were developed in response to the SED specification accompanying the commission of the research. These were:

1. What counts as induction?
2. What arrangements are currently made for the induction of new lecturers in further education?
3. Is induction costed? If so, how are costs calculated? What are the costs? Are any areas of induction not costed?
4. What difficulties do new lecturers experience in taking up their posts and what is the nature of the difficulties experienced?
5. What type of induction arrangements have new lecturers found most helpful in alleviating these difficulties?
6. To what extent is student feedback used to evaluate performance? What procedures and criteria are used?
7. What is the relationship between induction and other forms of staff development?
8. Is it possible to produce guidelines which would enable colleges to improve their induction arrangements for new lecturers?

We anticipated that it would be difficult to answer question 6 on student feedback in any comprehensive way. This in fact was the case, and while we have data on the kinds of procedures colleges use to elicit

student opinion, few of these were unequivocally directed at the competence of lecturers. We have almost nothing to say, therefore, about the kinds of criteria which are used to evaluate performance. The whole question of appraisal is a sensitive one and we discuss the question of the use of student feedback in Chapter 6.

THE RESEARCH DESIGN

We attempted to address our research questions through a two stage research design which we hoped would combine depth with breadth. Stage one involved case-studies of five colleges to enable us to glean as much as possible about the potential range of induction provision before moving to our second stage. This was a national survey of colleges, designed to provide us with a broader answer to our research questions than was possible through the case-studies. We provide more information about our research activities in each stage below.

Stage one : The case-studies

Discussion with HMI and college staff with a staff development remit resulted in the selection of five colleges with interesting, but distinctively different, approaches to induction. Table 1.1 gives a brief description of their provision.

TABLE 1.1: INDUCTION PROVISION IN THE CASE-STUDY COLLEGES

Case-study	Induction Provision
A	Induction is provided within the college and supported by the Region.
B	Induction is provided at regional level with a college element.
C	Induction is provided solely by a member of the college resources centre.
D	Induction is highly individualised and is based on an educational technology approach.
E	The induction programme operates on several sites and has a system of student feedback

A number of research activities was undertaken in these colleges. Firstly, semi-structured interviews were completed with a sample of new staff, defined as those who had been recruited to the FE service in Scotland within the last eighteen months, and with a sample of those directly or indirectly involved in the provision of induction. All the interviews were conducted in private and were tape-recorded. Our aim was to explore answers to our research questions through an interview schedule which encouraged respondents to tell us about their experience of induction in a fairly open-ended way. The schedule was structured in the sense of there being pre-determined areas of discussion, but there was no fixed order for discussing these areas, and no set way of moving from one area to another. In all a total of 96 interviews with a diverse range of college staff were completed. Table 1.2 gives details of these.

TABLE 1.2: RESPONDENTS INVOLVED IN THE CASE-STUDIES AND THE NATIONAL SURVEY

	REGIONAL DIRECTORATE	COLLEGE PRINCIPAL	DEPUTE PRINCIPAL/ ASSISTANT PRINCIPAL	REGIONAL/COLLEGE OFFICER/TUTOR WITH RESPONSIBILITY FOR STAFF DEVELOPMENT/ INDUCTION	HEAD OF DEPARTMENT /SECTION LEADER	SENIOR LECTURER	NEW FULL-TIME LECTURER	NEW TEMPORARY FULL-TIME LECTURER	NEW PART-TIME LECTURER	TOTAL
CASE-STUDY										
A	1		2	1 regional 1 college	7	1	10	-	2	25
B	1	1	2	1 regional 1 college	4	1	9	1	1	22
C	-	1	-	1 regional 1 college	6	-	6	-	2	17
D	1	1	-	-	4	1 Educational Technologist	3	-	-	10
E	1	1	2	2 (one at AP level)	5	1	6	1	3	22
TOTAL	4	4	6	8	26	4	34	2	8	96
NATIONAL SURVEY										
Promoted Staff	-	4	18	9	62	30	-	-	-	123
New lecturers	-	-	-	-	-	-	88	7	27	124*

*Includes 2 who did not state the nature of their contract

Secondly, we analysed available regional and college documentation about induction provision.

Thirdly, we were able to observe induction in action in three of the case-studies. This observation concentrated on the more formal kinds of induction provision such as taught courses, or planned activities for new staff, because by its very nature it was difficult to observe informal, ad hoc help which departmental colleagues might offer a new member of staff. The observation enabled us to see at first hand the content and methods used in induction programmes and to listen to the difficulties identified by new lecturers in a less artificial situation than a research interview. This data was of use not only in its own right but as a focus for some interview questions.

The case-study data was used to design the questionnaire for stage two, the national survey.

Stage two - The national survey

Separate questionnaires were designed for promoted staff and for new lecturers and piloted before being sent to FE colleges in Scotland. However, we did not invite the five case-study colleges and the two colleges where the piloting took place to complete the questionnaires. The questionnaires asked for information about colleges' induction policy and practice, about the kinds of difficulties experienced by new staff and about constraints on induction provision. For the most part the questionnaires consisted of closed questions with the categories of response being derived from our case-study work. We wanted to sample new full-time and part-time staff since our case-studies had indicated that there were some differences in their access to induction. We were also interested in a range of senior staff's views, wanting to sample staff with college-wide responsibilities and those with specific departmental roles. Principals were therefore asked to distribute the questionnaires for promoted staff to a range of senior staff, comprising :

One member of the senior management team with some cross-college responsibility for induction
One staff development officer (if in post)
Two heads of departments*
Two senior lecturers.

We also asked principals to pass the questionnaires for new lecturers to four full-time lecturers and two part-time lecturers who had been recruited to the FE Service in Scotland within the last eighteen months.

Fifty-seven percent of our questionnaires were returned. We obtained returns from 32 of the 38 colleges who were invited to participate. Of the six colleges who did not respond, two said that the survey was inappropriate to their particular circumstances, two were too busy and two gave no reason for not responding. In all we had returns from 123 senior staff. Table 1.2 on page 5 shows the categories of senior staff who responded.

In terms of new lecturing staff we had a response from 124 new lecturers, (65% from the participating colleges), 95 being full-time, 27 part-time. Two new lecturers responded without indicating whether they were full or part-time.

Our existing case-study data from Regions was supplemented by telephone interviews with appropriate regional staff in Regions outwith the case-studies.

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*In this Report, for the sake of brevity, when we use the term Head of Department we refer also to Section Leaders, a term used in some of the case-study colleges.

OTHER RESEARCH ACTIVITIES

As well as the main focus of the research on the case-studies and on the national survey, a variety of other activities took place.

Informal discussions were conducted with heads of departments and other senior staff in two colleges about the desirability of producing induction guidelines. These were the same colleges which piloted the questionnaires. These colleges were reviewing their induction provision and general discussions with them about the nature and purpose of induction also helped to sensitise us for the case-study work.

We met the Director and several members of staff of the School of Further Education and visited the CAST resources centre. We also attended a two-day seminar which was the final part of an induction course run by the School. Group discussions were carried out with course participants.

We contacted the Regional Advisory Councils in England and Wales and the Further Education Staff College at Coombe Lodge to find out about developments south of the border which might be helpful to us. These enquiries resulted in a visit to Thameside College of Technology to find out about their induction provision at first hand. Other contacts were made via the Responsive College Project in Strathclyde and notices in appropriate newsletters.

Some companies have extensive induction programmes and we visited two major companies, Marks and Spencer plc and British Aerospace to obtain information about their induction policy and practice.

All these activities provided us with useful information and a context for our research.

In summary then our research involved case-studies of five colleges offering different kinds of induction and a national survey of 32 colleges about their induction policy and practice. In reporting our findings we have used the survey data to illustrate the typicality or not of the issues emerging from the case-studies. From time to time we have reversed this approach and used the case-study data to illustrate general points emerging from the survey.

Before we go on to report on the arrangements in more detail we believe that it will be helpful to report on the kind of difficulties which new lecturers face on taking up their appointments. We do this in the next chapter from two perspectives, the new lecturers themselves and the promoted staff.

2

THE DIFFICULTIES EXPERIENCED BY NEW LECTURERS

It is a truism worth repeating, that everyone experiences some difficulty or other on their first teaching appointment. What was of interest to the research was whether the inevitable difficulties experienced by new lecturers could be eased by the provision of some kind of induction programme. However, we first had to discover something about the difficulties new lecturers experienced. What were these difficulties? Were particular difficulties associated with particular kinds of lecturers? Did some staff experience more difficulties than others?

In this chapter we begin by considering what our national survey data has to say about the difficulties experienced by new staff. We then go on to discuss possible explanations for these difficulties, using our case-study work to illustrate more precisely the nature of these difficulties.

NATIONAL SURVEY DATA ON NEW LECTURERS' DIFFICULTIES

We asked both new lecturers themselves and a range of promoted staff to list the difficulties experienced by new staff on first taking up post. Our respondents were presented with a list of difficulties derived from our case-study work and asked to tick all those which they felt to be appropriate. In analysing this data we have grouped difficulties into three main categories. These are:

1 Difficulties concerning how the college works. (General administrative problems)
2 Difficulties in adjusting to FE culture.
3 Difficulties in teaching.

In the tables which follow, comparing new lecturers' perceptions of their difficulties with the perceptions of promoted staff, it is important to be cautious. The tables reveal a sometimes wide gap in perception between new lecturers on the one hand and promoted staff on the other. We suggest that there are two main reasons for this. Firstly, promoted staff are bound to have a fuller conception of the role of new lecturers, simply by their greater experience of the job. Secondly, new lecturers are talking about the difficulties they individually experience; promoted staff are probably basing their answers on a global assessment of all the new lecturers they have known. That being said, however, we think the tables below are illuminating both in the areas of convergence of view between new and promoted staff and in the areas of divergence.

1 Difficulties in understanding how the college works

In order to function effectively as a lecturer, there are certain basic things a new member of staff needs to know. Our case-study work suggests that such basic things ranged from knowing your way around the college building, (you need to be able to find your room, the department base, the staffroom, the lavatories for instance) to procedures for using the photocopier. Table 2.1 indicates the kinds of difficulties identified by both groups in this broad category.

TABLE 2.1: DIFFICULTIES IN KNOWING HOW THE COLLEGE WORKS

	New lecturers N = 124 %	Promoted staff N = 123 %
General administrative procedures (eg registers, how to deal with persistent absentees, completing internal documentation)	60	67
Knowing about college facilities (typing support, reprographic support, minibus etc)	40	42
Knowing college discipline procedures	34	43
Gaining access to learning resources	33	45
Forms relating to the National Certificate	19	54
Finding way around college	11	24
Multicoding so that responses do not total 100		

It can be seen that difficulties with administration are recognised by both groups. However, there is a clear gap between new staff and promoted staff in regard to National Certificate administration. As we suggest below on the basis of our case-study work, this kind of administration is at the forefront of senior staff's concern because they are at the 'sharp end' if mistakes are made.

2 **Difficulties in adjusting to FE culture**

While our first broad category concerned the administration of the college, this category concerns the professional expectations of a lecturer in college. That is, there are certain 'acceptable' ways of behaving and relating to others which are unwritten but which are quickly apparent to new lecturers. Also included in the context of 'culture' is the pace of work in FE and what becomes necessary in order to be prepared for lessons. The national survey figures are shown in table 2.2.

TABLE 2.2: DIFFICULTIES IN ADJUSTING TO THE FE CULTURE

	New lecturers N = 124 %	Promoted staff N = 123 %
Knowing the roles and responsibilities of others	34	42
Knowing your own roles and responsibilities	27	41
Understanding educational jargon	27	50
Realising the amount of work required to do the job	20	56
Knowing to whom you are accountable	11	18
Coping with the overall pace of work in FE	10	46
Developing working relationship with colleagues	9	15
Multicoding so that responses do not total 100		

There are two points of general interest here. First of all there are some wide gaps between the difficulties identified by new lecturers and those identified by promoted staff. The differences in the categories concerning the volume and pace of work are particularly noteworthy. This implies that senior staff have higher expectations of the job than it seems new staff realise. The second point concerns the generally low level of difficulty ascribed by new staff to adjusting to FE culture. In our case-studies they had a good deal to say about this. It may be that our case-studies are idiosyncratic and not at all typical of FE colleges in general. On the other hand, it may be that subtle and complex data about values and culture is more readily obtainable through fairly open-ended interviewing than through surveys.

3 Teaching

As might be expected a variety of difficulties associated with teaching was identified by new staff and by promoted staff. Again, unsurprisingly the National Certificate looms large as the context for these difficulties.

TABLE 2.3: DIFFICULTIES IN TEACHING

	New lecturers N = 124 %	Promoted Staff N = 123 %
Judging the pace of work for students	52	60
Assessing students	43	73
Facing a class for the first time	28	54
Knowing how to plan lessons	27	63
Developing National Certificate modules	27	61
Coping with mixed ability groups	22	51
Coping with class discipline	19	34
Coping with student-centred learning	19	72

Multicoding so that responses do not total 100

Again, as in table 2.2, one is immediately struck by the divergence of view between new staff and promoted staff. National Certificate problems such as assessment and student learning dominate, but more generic teaching skills such as lesson planning and pacing also figure strongly. As we will see below, our case-study work has helped us to offer a possible explanation for some of the divergence of views. This table, however, together with 2.2 strongly suggests that when it comes to the more intangible aspects of what it means to be a lecturer, there is a large gap in the views of new staff and senior staff. To some extent this may not be surprising. Senior staff, after all, by their longer experience in FE are almost bound to have a fuller conception of the role of a lecturer. However, table 2.3 does point up some potentially worrying gaps, for instance, in whether new staff are coping with student-centred learning, mixed ability teaching and lesson planning. These are all areas where we might expect induction to be of some help. We must remember that many heads of departments believe that difficulties in teaching can only be overcome by experience, not by an induction course. One wonders, however, how new staff are to develop teaching skills in the areas identified by senior staff if they have only their own practice to draw on. Before going on to illustrate the nature of the difficulties new staff experience, it is worth pointing out the comparatively low level of difficulty associated with discipline. Against the background of concern about discipline in schools, and given the mixed clientele which FE now caters for, discipline might have been expected to figure more prominently.

It can be seen that new lecturers experience a wide variety of difficulties in taking up their posts. However, our case-studies suggested

that they were experienced more acutely by some lecturers than others. It seemed to us that these difficulties were affected by four main factors:

> The previous background of new staff, in particular whether they had had taught in schools or not
> The contract held by staff, full-time or part-time;
> The subjects which new staff were expected to teach;
> The demands of the National Certificate.

We use our case-study data to consider these factors in more detail.

DIFFICULTIES IN RELATION TO BACKGROUNDS

Staff recruited directly from industry

A large proportion of college staff (Table 3.4 - 46% in our sample) are recruited directly from industry. This group of staff need time to adjust to the foreign world of the FE college. They have particular difficulties in coming to terms with administrative systems. Many of these staff have been unused to documenting their activities and making use of the clerical support to be found in colleges. Apparently simple procedures can be overwhelming to a new lecturer, causing embarrassment which makes them reluctant to seek help. An example of this was a new lecturer who told us that after two weeks in the college he still did not know how to photo-copy material and was too embarrassed to ask. The more one delays asking, of course, the more difficult it is to admit that one doesn't understand some procedure.

A major concern of new staff from industrial backgrounds is to blend into FE culture. There seems to be a need not to appear to be different from other members of staff. Apparently minor difficulties concerned with the everyday running of the colleges can appear gargantuan to the new lecturer because they compound the feelings of not knowing. An interesting example is the 'jargon' mostly relating to the National Certificate. Examples here include 'NC4S', 'learning outcomes' or 'fleshing out modules'. Lecturers described how concerned they were at times because they did not understand the terms and felt reluctant to ask for explanations. This could be because the terms seemed part of the normal discourse of education and to ask would be to admit to ignorance of something they feel they should already know. Both new lecturers and staff development officers commented that as time went on, the new lecturers feel even more badly about not knowing terms and become less likely to ask for explanations.

New relationships have to be established in college which may be more formal than in the lecturers' previous experience in the work place. For example, it is inappropriate to express one's emotions physically towards others in the college. In industry, however such actions might occur as a result of an argument. One head of department making this comparison said:

> If you didn't get on with someone on a building site you're likely to end up with a sore face.

Some new lecturers reported a difficulty in trying to use more restrained language in the college than in their previous employment.

Many lecturers from industry found the pressures in FE different from those which they had experienced in industry. In some cases FE was far more relaxed with less competition between colleagues and institutions. The words 'cut throat' were used on a number of occasions to describe their previous working environments. On the other hand they found that they had

to be more self-disciplined in FE about their work, especially when previously they had been constantly supervised with decisions being made for them.

Almost all of the new lecturers who had come from industry acknowledged that the world of FE was radically different from anything they had previously experienced. Many commented that they had to change their attitude towards the length of the working day, being no longer able to 'clock off' at the end of it. Instead they spent considerable amounts of their time during evenings and weekdays in order to keep 'one step ahead'. Despite this being a difficulty, it was not resented by the new lecturers.

Teaching often presented difficulties for new lecturers from an industrial background. For some the difficulties were very basic, such as how to address the class, how to face students for the first time, as well as more complex difficulties such as setting the pace of the lesson and dealing with mixed ability classes. Many new lecturers identified a difficulty in analysing skills they have used spontaneously for years in order to teach them to the students. One new lecturer illustrated this difficulty:

> It may not appear it, but it's total logic. (The way you do something as a craftsman). You do it without thinking because that's the easiest way to do it. When you start teaching you've got to undo all that ... tell them how the trowel should be held, why the mortar comes off the brick the way it does.

Despite the apparent enormity of breaking down complex skills, hitherto practised spontaneously, many new lecturers did not regard teaching as too problematic. Many reported how difficulties in teaching were quickly resolved either by getting into the class and getting over their lack of confidence, or as one new lecturer reported after 'sitting in' with her head of department:

> Watching what she did and how she spoke to the class and just doing the same.

This seems to indicate that teaching and learning, for many new lecturers from industry, is seen as a closed set of skills which can be readily picked up.

Some new lecturers with management experience in industry experience major difficulties in adjusting to FE culture as they often believed that they had suffered a loss of status. A few such people expressed disenchantment with the bureaucracy they faced in FE, compared with their previous posts. A regional officer, reporting on the increase in the number of new lecturers from fairly senior posts in industry who are offering themselves to FE, noted that it can be difficult to convince them that they are valued, because the college does not have a 'huge' personnel department, which might be seen to give status to the personal needs of staff.

Staff with previous experience in education

So far we have concentrated on the problems of staff from industrial backgrounds. Staff with teaching experience in primary and secondary schools have problems too. The difference is that there seems to be an expectation that such staff will know how to go about resolving their problems. In the case-studies, each of the four new lecturers from secondary schools who were interviewed reported that they had been offered

induction but had decided not to take part. New lecturers who are appointed from the secondary sector often do not perceive themselves as having any major difficulties nor of requiring induction. Most of them acknowledged difficulties in finding out about the day to day running of the institution but saw themselves as largely capable of resolving these without help. The following comment is typical.

> Because I have worked in secondary schools, I think people think that I would be able to cope, although I am sure that if I needed it senior staff would have helped.
> (new lecturer, previously secondary teacher)

A number of other senior staff however identified this group of people as experiencing considerable difficulties with teaching and learning. Some thought this was because they tended to be too formal in their relationships with the students, punitive and frequently didactic in their teaching methods. In one of the case-study colleges, in which the new lecturers with a secondary education background are persuaded to participate in induction, the staff development officer identified these as the most difficult group of people to work with. This is because they are often unreceptive to new ideas and the need to change their teaching methods.

Former primary teachers did not report any major difficulties. However, they mentioned that in FE, people were less inclined to discuss educational matters with colleagues. As one new lecturer said,

> The talk is all about which forms to fill in rather than teaching.
> (new lecturer, previously primary teacher)

The group of new lecturers appointed from primary school were thought by some senior staff to most readily adapt to the new post. This was because they have already used student-centred learning approaches with primary pupils, and were more likely to adopt this approach than a didactic approach with the FE students.

DIFFICULTIES IN RELATION TO CONTRACT

The special difficulties of part-time lecturers

A constant theme of this report is the difficulty of involving part-time staff in induction, yet part-time staff are no more immune than full-time staff to problems of being 'new'. Most of the senior staff we interviewed felt that the problems of part-time staff are the same as full-time staff, but they have greater difficulty in finding help. One head of department said that part-time staff quickly become disillusioned, and develop feelings of inadequacy, resulting from being 'pitched in at the deep end'. Our data suggests that staff on part-time contracts have an additional problem to cope with, namely the resentment of full-time lecturers. This particularly seems to relate to the part-time lecturers' use of modules which have already been developed by full-time lecturers. Whilst this arrangement is seen by many senior staff as ideal, the part-time lecturers think that this irritates the full-time lecturers who have done all the development work only to find modules being used by those whom they see as contributing nothing. It would seem that the full-time lecturers see the role of the lecturer as encompassing curriculum development as well as the normal lecturing responsibilities. Because of the extra workload this involves they may be anxious that they get due credit for their work, and possibly see the part-timers as undermining this.

The nature of temporary part-time employment creates a special set of difficulties for those concerned. Lecturers may find themselves in the cycle of employment, unemployment and employment for a short while, then unemployed then in post once more.

Gaining the TQFE qualification

We found instances where lecturers were on a temporary full-time contract until they had gained the necessary entry qualifications for the TQFE course and their names had gone onto the waiting list for the course. Some lecturers said that they were advised at the start of their appointment about the entry qualifications which they would need, and we found examples of lecturers who were released from teaching to enable them to attend classes in college. However, the kind of advice and support which new lecturers received about these qualifications varied between colleges, and sometimes within the same college.

DIFFICULTIES IN RELATION TO SUBJECT AREAS

The subject taught by the new lecturer

A number of subject areas were singled out as presenting particular difficulties for new lecturers. In subject areas where there was considerable reliance upon technology, such as computing and textiles, new lecturers had constantly to update their knowledge of their subject. Although new lecturers were often recruited to teach directly from industry, they sometimes found more advanced work being done in the college. One new lecturer from the textile industry found that he had to use a computer assisted designing machine when he entered college having had no previous experience of this. In contrast, some new lecturers came from posts in industry in which resources were readily available and were therefore used to equipment of a high standard. They sometimes found that it was difficult to cope with the constraints of limited resources and outdated equipment being used in the college.

Amongst the new range of modules, Communication modules were said to present difficulties for some new lecturers. This is because the descriptors were found to be loosely defined, causing difficulties in their development by new lecturers. Several lecturers commenting upon these said that it was very difficult to identify appropriate assessment procedures to measure particular learning outcomes because terms, such as 'effective communicators' were used.

New lecturers involved in outreach work, for example local Collaborative Projects and Special Needs Projects, found that difficulties were compounded by their remoteness from mainstream provision. All of those whom we interviewed who are involved in this work are part-time staff and we have already discussed the particular difficulties they experience.

Advanced courses were thought by many new lecturers and senior staff to present specific difficulties for new lecturers in relation to teaching and learning. These were reported in the national survey as interpreting syllabuses and judging the appropriate level of work set for the students.

New lecturers teaching in the technological fields

In the case studies we asked members of staff to define what they understood by the term 'technological fields' as set out in the SED specification and then to indicate whether new lecturers might have any special difficulties. Where people were able to give us a definition, it varied considerably from something which related to all the subjects in the

college to areas associated primarily with new technologies. Irrespective of the definitions which were given to us, there was general agreement that the lecturers in these fields have basically the same difficulties as those coming from any other industrial background. Those who suggested that 'technological fields' were concerned primarily with the new technologies suggested that a special problem which lecturers would face in college would be keeping up-to-date with new developments.

THE DEMANDS OF THE NATIONAL CERTIFICATE

As already mentioned, educational jargon, often associated with the National Certificate, caused problems for new lecturers. However, the National Certificate causes other problems too, the main one being administration. Some new staff complained that they seemed to spend more time filling out forms than anything else. Senior staff, on the other hand, identified understanding the philosophy of the National Certificate as the major difficulty encountered by new staff. They suggested that ideas of student-centred learning, for instance, were not easily grasped by new lecturers.

Interestingly enough, our case-study data reveals that while senior staff may well be concerned about new lecturers coming to grips with the philosophy of the National Certificate, their behaviour almost exclusively centred on its administrative aspects. Their overall concern was with the more tangible ways in which their departments are accountable. Thus they emphasised the need for accurate record keeping and form filling, for these are subject to the scrutiny of subject assessors. It is hardly surprising, therefore, that new lecturers are likely to perceive National Certificate administration as a difficulty since it is precisely on administration that heads of departments constantly chivy new staff. Many heads of department said that they had regularly to 'chase up' new lecturers' administrative mistakes. A new lecturer's failure to teach in a student-centred way, on the other hand, was unlikely to directly impinge on the smooth-running of the department.

SUMMARY

This chapter has reported on the range of difficulties new lecturers face on first taking up their posts. We have categorised these difficulties under three main headings, those concerning getting to know how the college works, those concerned with adjusting to FE culture and those concerned with teaching. We have used our case-study data to illuminate the nature of these difficulties and to suggest that some lecturers, namely those recruited directly from industry and part-time staff, experience these difficulties more acutely than others.

We began the chapter by saying that everyone experiences some problems in taking up their first teaching job and the range of problems experienced by new staff is not particularly surprising.

INDUCTION ARRANGEMENTS

In this chapter we report on the kinds of induction arrangements found in the case-study colleges and the national survey, the factors affecting these arrangements and the kinds of staff who got access to induction. We recognise that in some colleges induction is an evolving process. In each of the case-study colleges, for instance, senior staff involved in the provision of induction demonstrated an acute awareness of the need to improve the degree of help given to new lecturers. They often said of their own induction provision, that they were moving in the right direction but still had a long way to go. Indeed, we know that since our visit, radical changes have been instituted in one of the colleges and some minor alterations have taken place in others. In this sense, the report may fail to do justice to these colleges where the provision of induction is an evolving process. Before going on to describe the induction arrangements we found in colleges, we describe two factors which have both stimulated and influenced induction provision in our case-studies.

FACTORS AFFECTING THE PROVISION OF INDUCTION

As we indicated in Chapter 1, FE has been the focus of a number of developments in education. These developments in general and the National Certificate in particular have stimulated induction provision. This is hardly surprising when we remember that there is no compulsory pre-service training for FE lecturers. The on the job training advocated by the Robertson Committee puts considerable demands on colleges themselves and on the SFE in terms of staff development. It is these two factors, the National Certificate and the demands on the SFE which we consider below.

National Certificate

There was widespread recognition that the National Certificate has placed considerable demands on all lecturers in FE, not just those who are new to the system. Staff development and induction were considered essential if colleges were to respond successfully to the innovation.

In three of the case-study colleges, induction was in the first instance provided in response to the National Certificate. In two of these colleges staff development officers were appointed at the same time. In the fourth college, induction procedures had been in operation since 1975 but have been modified as a consequence of the National Certificate.

In the fifth college induction had been instituted for all members of staff on the introduction of the TRIST programme, and had later shifted its emphasis to the National Certificate.

The School of Further Education

The only teacher qualification course for lecturers in FE which operates in Scotland is the School of Further Education Teacher Qualification course (TQFE). The course is designed only for lecturers who are already in full-time employment in FE colleges in Scotland. There is no pre-service entry onto the course. Considerable gaps were reported between a new lecturer's appointment and entry to the TQFE co rse. Two of the case-study colleges have developed rigorous procedures for suring that new lecturers are registered for the course as soon as possib after their appointment,

and assist them in gaining the necessary entry qualifications. However, waiting periods of between one and ten years were reported because attendance on the course depends on the financial support available from the Region wherein the lecturer is employed. This situation has forced colleges to provide support which will bridge the gap until the new lecturer can take up a place on the course.

The School also offers an induction course, which we described in Chapter 1. None of the case study colleges made use of this course. When we asked why not, the following reasons were given:

i. The Region/college has sufficient expertise to offer the required range and quality of induction.

ii. The regional/college induction provision is less expensive.

iii. The regional/college induction is best able to respond to local needs.

iv. There is sufficient demand within the Region/college to provide induction itself.

v. It is impossible to identify a week when staff could be released.

(These reasons were reinforced by comments received through the national survey.) The result is that the colleges are electing to undertake induction themselves.

INDUCTION ARRANGEMENTS

Before we go on to examine in detail what the arrangements are, we present a table showing the breakdown of new lecturers who received induction according to their contracts: Permanent full-time, Temporary full-time and Part-time.

TABLE 3.1: BREAKDOWN OF NEW LECTURERS WHO RECEIVED INDUCTION AS A PERCENTAGE OF THE TOTAL LECTURERS IN THAT CONTRACT GROUP

	Permanent full-time staff N = 88	Temporary full-time staff N = 7	Part-time staff N = 27	Category not stated N = 2	Total N = 124
Number receiving induction	69	7	20	2	98
Percentage receiving induction (%)	78	100	74	100	78

The table shows that a total of 98 new lecturers indicated on the returns that they had received induction. A further analysis of the questionnaires showed that 12 of these lecturers had previous experience in FE and/or HE in Scotland. They have been included in the total of 98 because it was not possible to ascertain in all of the cases how recent the experience had been. Furthermore, some had been part-time lecturers in FE.

We now look at three main ways through which induction is provided, taught courses, planned activities and informal help. They were often provided in a variety of combinations. We describe each of the three kinds in more detail below.

1 Taught Courses

At the time of the case-studies, three of the five induction programmes included a taught element either at college or regional level, and a fourth had temporarily withdrawn the regional taught course element of the programme, having received too few nominees. Because of the obvious need to pre-plan these courses, they tended to be provided only once per term and then only if a minimum number of staff participated. The following are examples of the content of taught courses:

Teaching methods
FE in the Region
The background to the National Certificate
The use of audio-visual resources
Student-centred learning
Assessment techniques
Lesson preparation.

In some instances negotiated sessions were offered where new lecturers helped to determine the content.

Various teaching methods were used in the taught courses including group discussions and role play. The most common method, however, was the formal lecture.

Three colleges made use of self-study packages for new staff where it was not possible to provide a taught course at the time of need.

2 Planned Activities

Each of the colleges studied provided some form of planned activities in the induction programme such as:

Meeting with the principal/senior management
Tour of college building
Tour of college sites
Interview with staff development officer
Social evening
Progress through a checklist.

These activities covered a variety of content from the information about the college to teaching methods.

In one case-study college the induction programme was formally structured and consisted of a series of planned activities. Through these the lecturer experienced, and was invited to reflect on, four main components:

Entry behaviour
Objectives
Methodology
Evaluation.

The college had introduced a systematic approach to teaching which they saw as an educational technology approach and which was based on the same four components. They modelled their induction programme on this approach because they believed that if the new lecturers experienced it as 'learner', their understanding of the approach would be helped when they came to apply it in their teaching. Each day of the four day induction programme was structured around each of the four components in turn:

Day 1 - Entry behaviour
Day 2 - Objectives
Day 3 - Methodology
Day 4 - Evaluation.

The focus of each day was concerned with aspects of the work of the college at three levels:

The students
The department
The college.

Taking day 2 as an example, the new lecturer might learn about the objectives of the department from the head of department, and the objectives of the college from the principal or depute principal. At the same time the days's activities would be structured round the four components, and they would be asked to reflect upon these in the evaluation session.

In the case-studies we came across other approaches to planned activities. Where the college had a staff development officer or tutor then the activities were arranged by them or the head of department. The new lecturers' participation was usually monitored by the staff development tutor to ensure that the activities did in fact take place. In these and other cases new lecturers were sometimes given a check-list of people they had to contact, but they were left to make the arrangements themselves. Some argued that the value of this approach was in helping new lecturers to find their way round the system themselves, thereby increasing their self-confidence.

The importance of these activities being monitored was stressed by a number of promoted staff and we came across examples of this in the case-studies.

3 **Informal help**

This is the most common type of induction and was identified in each of the five colleges. Such help is usually obtained from a more experienced lecturer in the form of advice on a specific aspect of work, or by the experienced lecturer asking the new lecturer how he or she was coping. Informal help might also include the following:

Providing teaching and learning material
Allowing the lecturer to sit in on lessons given by an experienced teacher.
Team teaching
General discussion.

Other kinds of help

Self-study packages were provided by three colleges where it was not possible to provide a taught course at the time of need.

Induction handbooks were provided by a number of colleges. These were issued to new lecturers and could be used when the need arose. A typical list of contents might include such items as:

Campus diagram
Committee structure/membership
Administration and positions of responsibility
SCOTVEC administration procedures
Suggested teaching and learning approaches
Safety procedures/first aid/accidents
Student support services
Grants and awards

We found combinations of the various forms of induction which we have just described in the five colleges, although they were used in different ways.

The following table shows the kinds of provision experienced by new lecturers in our national survey who had induction:

TABLE 3.2: THE DIFFERENT KINDS OF INDUCTION EXPERIENCED BY NEW LECTURERS

N = 98

Taught Course %	Planned Activities %	Informal Help %	Regional Taught course %	SFE Induction course %	Other %
25	66	96	10	4	5

Multicoding so responses do not total 100

Of the 98 lecturers who had experienced induction, one had experienced a taught course only; one had experienced planned activity only; and 21 had experienced informal help only. New lecturers tended to receive a combination of kinds of induction. The most usual combination is planned activity with informal help. Almost half of our 98 lecturers experienced this combination. Eighteen experienced all three kinds of provision.

We also asked new staff who had induction to estimate the proportions of time spent on various kinds of induction provision, and have expressed the mean figures as percentages.

TABLE 3.3: PROPORTION OF TIME SPENT ON THE DIFFERENT KINDS OF INDUCTION BY NEW LECTURERS

N = 98

Taught Course %	Planned Activities %	Informal Help %	Self-Directed %
9	17	70	3

As can be seen, informal help, typically from departmental colleagues, dominates the kinds of induction experienced by our national sample.

FACTORS AFFECTING THE ARRANGEMENTS

As mentioned above, induction was provided via taught courses, planned activities and informal help. The provision of induction was affected by factors such as resources, the identification of needs, the time of the year a new lecturer took up post and so on. We consider these in more detail below.

Resources

In all of the case-study colleges, induction was operating under tight constraints on resources in terms of a limited staff development/ induction budget. This had overall implications in terms of:

Cover for release of new lecturers from teaching
Time spent in making arrangements
Release from teaching for 'presenters' on courses or planned activities
Purchase or production of materials.

In some colleges, these led to preferences for particular kinds of induction. In three of the case-studies, taught courses were provided partly because of the advantages of inducting several new lecturers at the same time. This could mean that induction was not specifically targeted to individual needs. For the new lecturers, this often meant a considerable length of time spent in post before he or she could attend the next available course. The self-study units developed by the Lothian 16+ Support Team, the Tayside RSDU and CAST were used as an alternative to the formal courses, where small numbers made such courses non-viable.

The Identification of Needs

Where senior staff had previously identified new lecturers as having a common set of needs, a formal taught course was favoured. This enabled the content to be prescribed and prepared prior to the new lecturer's appointment. Where it was thought that induction could respond to individual needs, the forms of induction which were favoured were the planned activities and/or informal help through which these needs could be identified and met. In one of the colleges, the providers sought to negotiate the new lecturer's needs with him or her, although it was acknowledged that it was often necessary to persuade the lecturer to recognise certain needs. In this context, planned activities were favoured.

The Timing of the Appointment

The time of year when a new lecturer was appointed often affected the order in which induction was provided. In one college, for example, a new lecturer who was appointed after Christmas immediately received formal taught course induction at regional level followed by planned activities in the college and then informal induction. A lecturer who joined the college in the middle of October received the same induction but in the reverse order. Clearly this would have implications for the extent to which the induction meets the needs of the new lecturer.

WHO RECEIVES INDUCTION?

The dramatic changes in FE over recent years have led to great demands being placed upon new lecturers. No longer can they model their teaching upon their own experience as students. Nor can those coming from other sectors of education be expected to be able to transfer their teaching skills to the colleges. In recognition of this, the senior staff in the case-study colleges saw induction as an important process, supporting new lecturers in the early stages of their career. Yet, not all of the new lecturers who enter FE receive induction. Our evidence from the case-studies reveals that induction is received mainly by full-time staff who had not had previous experience in the education sector. However the national survey does not support this, as the following table demonstrates.

TABLE 3.4: NEW LECTURERS WHO RECEIVED INDUCTION BY OCCUPATIONAL GROUP

	Number in the group N = 124	Receiving induction N = 98	Percentage in each occupation group receiving induction
			%
Industry with management/ supervisory experience	45	33	73
Industry without management/ supervisory experience	12	9	75
Teaching in a primary school	3	3	100
Teaching in a secondary school	24	20	83
Teaching in FE outwith Scotland	2	2	100
Unemployed	9	8	89
Student	9	8	89
Teaching in FE/HE in Scotland	12	8	67
Other	15	12	80

The total number of lecturers according to previous employment exceeds 124 because some respondents ticked more than one box. The lecturers who filled in two boxes also appear twice in the list of lecturers who received induction.

The actual number of lecturers who said they received induction, irrespective of their previous experience, was 98 (including the 12 who had taught previously in FE or HE in Scotland). The percentage of all new lecturers (98) who received induction was 79%.

Table 3.4 suggests that the previous experience of lecturers does not determine whether or not they get induction. This conflicts with our case-study data which suggests that induction tended to be directed towards new lecturers with no previous experience in the education sector because they were regarded by senior staff as experiencing the greatest difficulties. Some new lecturers who had previously taught in primary or secondary school did not think they needed induction, and so elected not to take part. In the case-study one new lecturer from a secondary school said:

I didn't need to do the induction because I had already taught.

Another new lecturer with a secondary school background made the following comment on the national survey questionnaire:

> Personally I didn't need much induction since the job I am doing is so similar to secondary school teaching. Hence it should just let me know what is expected of me, what I am supposed to teach, and facilities and lay-out and management structure in the college.

There is the suggestion of a kind of elitism here, that induction is only needed by those who are new to education. This is a view which was certainly not shared by all senior staff. In one case-study college, it was insisted that new lecturers with a previous educational background received induction. This approach was unusual, however, because as we shall see below, the constraints on induction provision made it necessary to make induction available only to those people who were seen to have the greatest needs. In such circumstances, new lecturers who had some experience in education were seen as having lower priority than those from an industrial background. It would seem that there is the expectation that those who have worked professionally in education can find such things out for themselves. Indeed we found instances where such lecturers in the case-study colleges involved themselves in informal induction in a pro-active way, that is by seeking out help from colleagues rather than waiting for help to be offered. Thus, in the case-study colleges, new lecturers were often construed as those new to education and so induction was frequently targeted at those without any education experience.

This contrasts with the policy in Marks and Spencers plc where all new employees to a particular store are termed 'new starts'. Everyone, from trainee managers to YTS trainees and pupils on work experience, goes through induction - even staff transferred from other stores. A personnel manageress at one store explained that there were a number of aspects of employment which a member of staff had to learn before he or she could be considered to be a 'viable' member of staff, regardless of his or her previous experience. These would include, for example, description of duties, fire drill and procedures in the event of an accident. In FE, although similar aspects of employment would be required to be learned by all new lecturers regardless of previous experience, the extent of induction provision does not reflect it because not everyone receives induction.

Induction for part-time staff

During the case-studies our attention was drawn to the particular difficulties experienced by part-time staff in gaining access to induction. We are not claiming that these are typical of all part-time staff in Scottish FE colleges. Given that the sample of part-time staff in our national survey totalled only 27 (Table 1.2) we think it is important to also present our case-study data, based on interviews with 8 part-time staff and the views of a range of full-time and senior staff about induction arrangements for part-time staff.

Our national survey data from part-time staff gave a more optimistic picture about their participation in induction than our case-studies. About three quarters of the rather small sample of part-time staff indicated that they had received induction. Our case-study data suggested that the proportion would be lower.

We have already reported on the place of informal help in the induction of lecturers in general. The figures in Table 3.5 are taken from the national survey of new lecturers where 20 part-time lecturers who had received induction indicated the kinds of induction in which they had participated.

TABLE 3.5: THE KINDS OF INDUCTION RECEIVED BY PART-TIME LECTURERS

	Taught course N = 20 %	Planned activity N = 20 %	Informal help N = 20 %
Experiencing some kind of induction	35	60	95
Compared with all lecturers	(25)	(66)	(95)
Mean percentage of time on each activity	13	13	74
Compared with all lecturers	(9)	(17)	(70)

The figures in the first two columns conflict with the evidence which was provided by the part-time lecturers we interviewed in the case-studies where there were strong indications that their participation in formal induction was minimal. We suggest two reasons for this apparent conflict.

Firstly, the case-study colleges were chosen because induction was taking place, at least for full-time members of staff. Being aware of this part-time members may have felt that whatever induction they had received was insignificant in comparison and not worthy of report.

Secondly, when we distributed the questionnaires to colleges, we suggested in the covering letter to college principals what we would like the sample of new lecturers and promoted staff to be. However, we had no jurisdiction over the ways in which the questionnaires were distributed in the colleges. It might be that questionnaires to part-time members of staff were given to those who were easily accessible. That means they were regularly round the college even when not teaching, and therefore were able to take advantage of whatever induction was taking place. It is interesting to note that the figures in respect of informal induction are very similar for full-time and part-time staff which leads us to assume that the part-time lecturers who responded did remain in college when they were not teaching.

An analysis of the interviews with part-time members of staff and promoted staff held in the case-study colleges enables us to reinforce the point that part-time staff generally find access to informal induction difficult.

Our case-studies revealed that most colleges allowed new part-time lecturers to participate in the taught courses, and/or planned activities if they wished to do so. One college has made induction for its part-time lecturers a priority, recognising, in the words of the principal, the valuable contribution part-time lecturers make to the college. However, where regional induction courses existed these were not available to part-time lecturers. Few of these staff were paid for the time they spent on induction. This is because it is regional policy not to pay them. We came across one college which made provision for part-time staff to be paid one hour's salary for every two hours spent on induction. This did not always happen in practice, however. Despite what can be seen as this disincentive to participation, some part-time lecturers attempted to take part in induction activities. However they were often thwarted by sudden timetable changes, demands that they cover for other lecturers or even the termination of their contracts. Such is the nature of part-time employment.

Part-time staff can also miss out on informal induction within their departments. This is not because of any deliberate attempt to exclude them. Rather it arises from the very nature of part-time work. Part-time lecturers spend a very small amount of non-teaching time in college. This means that unlike full-time lecturers, they tend not to spend any length of time in the staff-room or in the department work-base where informal help is likely to be provided. We came across some part-time staff who did remain in the college outside their contact hours, and they said that they were able to get access to information easily. A number we talked to could not do this because of their personal commitments or sometimes other part-time commitments in other colleges. There is an even more intractable reason for part-time lecturers missing out on informal induction. Many part-time staff did not see they themselves as being worthy of help. One lecturer said that she did not expect help from the head of department because:

> He has the running of the department to attend to rather than giving hours of individual time to me.

Another part-time lecturer expressed unease at what he saw as the 'pestering' of full-time colleagues to find answers to simple questions, saying:

> I felt I was getting under their feet.

He then went on to say that whilst he was trying to seek help, he was not making a worthwhile contribution to the department.

Such perceptions of not meriting help were echoed across almost all of the part-time lecturers who were interviewed. It is possible that such feelings exist because they perceive full-time lecturers as not experiencing any difficulties because they have not been seen actually receiving help. Any indication that help is being sought by a part-time lecturer might be seen to be wasteful of time, and not fulfilling one's job as a competent lecturer. As was seen in Chapter 2, the difficulties experienced by new part-time lecturers are extensive. However, it may be that we have underestimated the extent of the difficulties faced by new part-time lecturers if they feel unworthy of help they may not have specified the range of difficulties they experience, due to feelings of inadequacy.

ACCESS TO INDUCTION

The case-studies revealed that the crucial factor in determining access to induction programmes in the form of taught courses and/or planned activities was the support of the head of department. For lecturers to participate in such induction programmes, it was often necessary to release them from teaching duties. It is here that the co-operation of the head of department was vital. An unwillingness or inability to release a new lecturer could mean that opportunities to take part in elements of an induction programme were lost. Indeed in three of our five case study colleges new lecturers missed out on elements of induction either because they had to teach their own classes, or cover classes for absent colleagues.

Our data suggests that there were two overlapping difficulties which affected the release of new staff for induction. Firstly arranging release of staff could be administratively difficult. Cover had to be provided either from within the department itself, involving asking already hard-pressed colleagues to undertake additional teaching or supervision of

classes. Alternatively cover could be arranged by the employment of temporary part-time staff. It can be seen that providing cover can be burdensome for a head of department. A new lecturer was usually appointed to meet an urgent need in the department. If they undertook an induction programme, because of the necessity to continue to provide cover, instead of easing the need, he or she generated the same kind of demands on an already hard-pressed department.

In recognition of the administrative burden in arranging release for staff, some colleges had allocated finance for staff cover. In one college, for instance, there was a system whereby senior staff were alerted to any staffing difficulties which might jeopardise the new lecturers' access to induction. These senior staff could then make the finance available in good time to employ part-time staff.

Secondly, administrative difficulties in arranging the release of staff for induction could be compounded by a more fundamental difficulty. In the case-studies, some heads of departments were sceptical about the value of induction, particularly in the form of taught courses which by their nature take new lecturers away from the classroom. They tended to see teaching as something that is learned on the job, and not by engaging in abstract discussions about the nature and purpose of FE. Such attitudes could be summed up in the opinion of one head of department:

> I never had any induction and it didn't do me any harm.

Senior management in colleges and staff development offices were well aware of such scepticism and identified 'winning over' the heads of departments to recognise the value of induction as a key task. As one staff development officer said:

> You've first got to get the support of the heads of departments.

It was notable that in colleges where attempts had been made to involve heads of departments in the design of taught courses and/or planned activities, fewer negative comments about the value of induction were made. However, we have no evidence to prove that access to induction programmes was higher in these colleges than in colleges where head of departments were not involved in programme design.

In one college there were two staff development officers. One was an assistant principal with responsibility for 16+ assessment and the other had a responsibility for staff development linked to guidance. The college is based on two sites and the two individuals duplicated the induction activities on each of the sites. They also had cross-college induction responsibilities linked to their expertise. Heads of departments knew that they could request help for a new lecturer from either person regardless of his other roles and responsibilities. Clearly this meant more ready access because either one could be used. It might also have made heads of departments more willing to assist in affording access to induction taught courses because they saw college management actively involved in induction and being flexible in their approach to ensure that new lecturers got access.

Evaluation

None of the case-study colleges had undertaken an evaluation of their induction programmes, although in some instances individual sessions were evaluated. One of the Regions undertook an evaluation of their regional course which consisted of a questionnaire to participants. In the national survey 29% of the 80 promoted staff who indicated that their colleges had an induction programme said that it was evaluated, 50% said it was not, and 20% did not know.

SUMMARY

This chapter has described induction arrangements in FE colleges, arrangements which are largely a response to factors outwith the colleges' control. In essence, induction, particularly in the case-study colleges, takes three main forms, taught courses, planned activities and informal, ad hoc help.

We have pointed out the lack of participation in induction, particularly in case-study colleges, by part-time staff and those with a background in education. Even full-time staff with non-education backgrounds experience difficulties in attending taught programmes and planned activities because of the problems of releasing staff from teaching duties and the scepticism about the value of induction of some heads of departments. These problems of access are contrasted with the high priority which is given to induction in the two large companies which we visited.

So far we have reported on what new lecturers and promoted staff say are the difficulties faced by new lecturers when they take up their appointments. We have also provided an account of the different kinds of provision at college, regional and national levels. We now look at these different kinds to see what new lecturers find helpful in resolving the difficulties which we reported in Chapter 2.

4

WHICH INDUCTION ARRANGEMENTS ARE HELPFUL?

As we saw in Chapter 2, new lecturers experience a wide range of difficulties on first taking up post. There are difficulties in knowing how the college works, in adjusting to FE culture and in teaching. Clearly, it would be unrealistic to suppose that any induction provision could resolve all these difficulties overnight. What induction can do is ease the transition to a new environment, helping to make the new lecturer feel more secure and hopefully able to function at a reasonable level of efficiency.

In this chapter we report our national survey data from new lecturers about the kinds of arrangements they have found helpful. We use our case-study work to illustrate the ways in which the various arrangements were helpful.

WHAT KIND OF INDUCTION WAS HELPFUL?

New lecturers who had experienced induction were asked to say which kind of induction they had found to be most helpful. Their responses are given in Table 4.1. The first column lists the number of times new lecturers said in the national survey that they experienced a particular form of provision. The second column indicates the number of times they said that a particular form of provision was the most helpful. Nine new lecturers indicated more than one form as most helpful.

TABLE 4.1: THE MOST HELPFUL KIND OF INDUCTION EXPERIENCED BY NEW LECTURERS

	Experience of provision N = 98	Helpfulness of provision N = 98
A college taught course	25	2
Planned activities	66	15
Informal help from colleagues	96	77
A Regional taught course	10	6
SFE Induction Course	4	3
Other	5	5
Multicoding so that responses do not total 98		

Given that informal help was the most common form of induction, it is not surprising that 96 out of 98 said they experienced it. We discuss the preference for informal help in more detail below. Before doing so it is interesting to look at the personnel whom new staff found most helpful in overcoming difficulties.

TABLE 4.2: STAFF MOST HELPFUL TO NEW LECTURERS IN OVERCOMING DIFFICULTIES

	N = 98
Colleagues	80
Senior lecturer within the department	59
Head of department	47
Other	17
Multicoding so that responses do not total 98	

This table demonstrates the value which new lecturers place in the personal support of immediate colleagues and so confirms the preference for informal provision of induction shown in Table 4.1. However, there is the need to avoid jumping to conclusions from this table. The absence of a particular group from the list, for instance staff development officers or SFE personnel, is possibly because not all colleges involved in the national survey have established a staff development post with responsibility for induction, or use the SFE induction course.

We now turn to the three basic forms of induction; **informal help, taught courses** and **planned activities** and try to give a flavour of what these various forms of induction had to offer from our case-studies.

INFORMAL HELP

Informal help was identified by almost all the new lecturers in the case-studies as being the most common and preferred form of induction. It usually took place within the department and came spontaneously, emerging through discussions within the department. Heads of department and senior lecturers were reported as providing friendly, helpful advice.

Most new lecturers, who gained access to informal help, emphasised the importance of the friendliness and collegiality of those around, making them feel at ease very quickly. As one lecturer remarked:

> It's painless, you're just eased into the system.

A few commented that the advice had alerted them to possible pitfalls or had assisted them with lesson preparation.

In one case-study college some departments integrated the new lecturer into the modular development teams soon after their appointments. The new lecturers involved told us that they found this to be helpful because it alerted them to the subject content and the teaching and learning methods as well as the assessment procedures. It also helped them, and the senior staff, to identify their own strengths and weaknesses and so highlighted aspects which needed more support. They also said that it helped them to feel wanted because their contribution was sought and welcomed.

Sometimes new lecturers were able to sit in with experienced lecturers whilst they were teaching, and those who did said they found it helpful. Rarely, however, had any discussion taken place between the two individuals about the teaching and learning process which had been observed. Nor did any of the new lecturers comment upon the quality and effectiveness of the teaching which they had witnessed. Instead they reported that after observing what the lecturer did and said they felt able to repeat the process in their own classes. Where the new lecturer observed a class known to be 'difficult' this was regarded as a bonus. This would seem to support the point made in Chapter 2 that teaching itself is not seen by new staff to be an excessively difficult in so far as it can be 'picked up' quickly by observation.

We suggest that there is a variety of reasons for the popularity of informal help.

It reinforces the feeling of belonging which is so important to new lecturers. It also indicative of a concern for colleagues.

Arguably it resembles the kind of training new staff will have experienced in industry - learning by observation and doing, with the emphasis on practice rather than theory.

It is less of a threat to articulate problems to departmental colleagues than to staff with college-wide and managerial responsibilities.

Because the information is supplied by those actually carrying out the processes in the classroom or workshop it is more acceptable to the new lecturer who will be looking for role models who are seen to be credible. As one new member of staff put it:

> You can count on the experience of lecturers when you have a problem. You are getting help from people who have personal experience of students being taught.

It enables the new lecturer to receive the information when it is required, and through questioning in a form which meets the particular need. Experienced members of staff become a human reference book so that information can be used immediately, and this avoids the need to remember it from a taught course or planned activity.

From the perspective of senior staff in the departments, informal help has advantages too. The most obvious one, perhaps, is that it tends not to involve heads of departments in extra administration arranging cover for new staff who have to attend more formal induction provision. It also recognises the value of the experience of senior staff and can act as a morale boost. It can be flattering to have one's advice and opinion sought. Lastly, this kind of informal help enables colleagues to anticipate the likely needs of new staff according to the particular 'academic season' of their appointment.

An exclusive reliance on informal help as a form of induction can have drawbacks. Some new lecturers said that through informal induction they developed a strong sense of loyalty to the department because of the time and trouble colleagues had taken to make them feel welcome, but they had little idea about what was going on in the rest of the college. A senior member of staff felt that one danger of relying on informal induction is that new members can be 'got at' by disenchanted members of the department. There is also little check that the information being given is accurate, and so errors and misunderstandings can be perpetuated.

There is a marked difference from the above in the comments made to us by some part-time lecturers who feel uncomfortable in seeking informal help. It was suggested to us that one of the reasons lies in the nature of their contracts. Because part-time lecturers are only paid for the times when they are teaching, they are not seen by full-time lecturers to be full members of the teaching community. We said earlier that part-time staff do not usually contribute to the development of modules, an activity which full-time lecturers felt strongly about because of the time which this takes, some of which might be personal time. Part-time lecturers need access to the modules to be able to teach, but their contract denies them access to some of the processes which would reinforce the social bonds.

Part-time staff were conscious of these difficulties, and this makes them hesitant in their relationships with full-time lecturers. As we mentioned in Chapter 3, part-time lecturers sometimes do not feel worthy of help and so can miss out on informal induction as well as more formal arrangements.

TAUGHT COURSES

College taught courses were the least well received of the three main forms of delivery of induction. We are unable to be specific about the reasons for this because the negative responses in the open questions usually related to the content rather than the method. We go on later to look at the unhelpful aspects of induction.

The most helpful aspect of the formal taught course was identified in the interviews as the opportunity to meet new lecturers from other subject areas and to share common difficulties. Many gained considerable confidence by realising that they were not the only people who were new and experiencing difficulties. Furthermore, through discussion they became better able to examine the induction programme critically. For example one new lecturer described how this came about during the coffee breaks. Discussion amongst the group revealed that her own suspicions about an aspect of the teaching on the induction course which she had hitherto kept to herself had become confirmed by the others. She had found it difficult to match the suggestions being made in an induction session about teaching and learning approaches in the classroom to the way in which the session itself was being conducted. She believed this to be the result of her failing to comprehend the ideas being put forward. Discussion at coffee amongst the group revealed that her suspicions were confirmed by others. This process of sharing views might have an important role in demystifying teaching and learning.

From the national survey micro-teaching sessions which were included in the taught courses emerged as an important source of help for new lecturers because they concentrated on the visible skills of facing a class. The lecturers in the case-study colleges said that the opportunity to practice teaching, view this on video and then receive comments from others was helpful. They reported these sessions as being conducted in a positive manner, and that the feedback on their own performance was always helpful. They said that having their peers comment upon their performance was nerve-wracking, but it helped them to gain confidence. As one lecturer commented:-

> I was helped by knowing that I wasn't the only one making a fool of myself.

Some new lecturers reported that observing themselves teaching was revelatory, as it highlighted their own idiosyncracies.

The lecturers in the case-study colleges said that induction which keeps the lecturer away from the classroom for any length of time was often found to be unhelpful. Many new lecturers who attended formal taught courses spoke of becoming increasingly apprehensive about what lay ahead because they reasoned that if people were taking so much trouble to provide induction there must be more severe difficulties than they had anticipated. This applies both to the taught courses and the next kind of induction we discuss, the planned activities.

PLANNED ACTIVITIES

As already mentioned, induction arrangements which kept the lecturer away from the classroom for any length of time were seen as unhelpful. Nevertheless there were some very positive comments from those who had experienced planned activities. The most helpful aspects were those which provided basic information which the new lecturer needs to start in post, and introduces key members of staff who would be able to continue to provide later support in an informal way.

In the national survey three reasons for the helpfulness of planned activities were mentioned. These were that it provided a structured introduction to key people, it was a non-threatening experience and it supplied a framework for self development to take place.

Some new lecturers found it helpful to be given a reduced teaching timetable in the early stages of their appointment, whilst a few others benefited from being given only a small number of modules to teach in the early stages. They said that as well as easing the stress of preparing lessons, it gave them more time to reflect upon their experiences in the classroom, and to seek out colleagues for help on specific matters.

A suggestion was made that new lecturers from industry might benefit from visiting similar industrial establishments to the one they had left to widen their local knowledge in their subject area. However we did not come across any such arrangements.

OTHER KINDS OF HELP

The self-study units produced by Lothian Region (see Chapter 2) were used by a number of new lecturers, often because other kinds of induction were not available. Most of the new lecturers said that they preferred to 'dip into' the units rather than work through them. This was because they could find immediate answers to questions by turning to the appropriate section. However, some new lecturers found that working through the units required considerable self discipline at a time when they were under other intense pressures of work.

College handbooks were mentioned by only a few lecturers either in the case-studies or the national survey as being particularly helpful. This does not necessarily imply that they did not find the handbooks helpful. It may be that they did not associate the handbook with induction.

The National Certificate modules helped many new lecturers because the precise nature of the descriptors enabled them to structure their teaching in a logical, coherent fashion. This, however, did not apply to the Communications modules which were thought to be too diffuse for this purpose. (See Chapter 2).

WHAT KIND OF INDUCTION WAS UNHELPFUL?

As we mentioned above, some reservations were expressed about an exclusive reliance on informal help as the main form of induction. There was concern that this would restrict knowledge about the college as a whole and there were worries about part-time staff's access to such induction.

Most criticism, however, was reserved for planned activities and taught courses. It must give some cause for concern that only 15 of the 66 lecturers who had experienced planned activities saw these as most helpful and only 2 of the 25 lecturers who had experienced taught courses saw these as most helpful.

Planned activities tended to be criticised for being rushed or for being irrelevant. The following are some examples of comments made by new lecturers in the national survey.

> It made me feel at times in the way.
>
> It failed to allow the incoming lecturer to grasp the real nature of life in an FE college.
>
> I would have preferred to be actually getting on with the job. (There is) time later to learn about the (college) structure, management hierarchy, when it might have been more meaningful.

There is clearly a problem in the timing of certain aspects of induction. Essentially the question is whether formal arrangements such as planned activities or taught courses should anticipate the needs of new lecturers or meet these needs as they arise. There are formidable difficulties in arranging a responsive programme. On the other hand, if needs are anticipated the risk is of not making sense or of not being relevant to the new lecturers involved in the programme. One new lecturer gave an example of his non-participation in a formal taught course. He said:

> I felt more of an observer than a participant. There was mention of various techniques we could use (ie teaching methods). Games and role play came into this and I was at a loss to understand how games could be used in certain areas of technical teaching. I didn't consider them to be particularly appropriate. If you were dealing with something inherently dangerous such as electric systems, you may not play games ... I felt just a bit out of my depth because I just didn't have any experience to make any judgements.

This suggests that the induction process may mystify teaching and learning in the eyes of the new lecturer who is not confident enough to draw upon his own knowledge of his subject area. This is significant, especially since senior staff emphasise the need to convince new staff that they have very valuable skills and abilities to offer.

When the content of the formal taught courses was found to be unhelpful by the new lecturers, this is because it did not coincide with their difficulties. In wanting to become part of the FE system as quickly as possible, they sought from the formal course immediate help on teaching methods and assessment. Instead they often found themselves listening to lectures on the background to the National Certificate, FE in the Region, or the philosophy of student-centred learning. Some new lecturers considered these to be frustratingly irrelevant, whilst others listed them as being amongst the helpful aspects of induction. However, providers regarded these sessions as a vital element of induction and certainly one would expect that all lecturers had some understanding of the concepts underlying the National Certificate. However, it was the timing which rendered these aspects irrelevant to the new lecturers. This was emphasised during the observation of a discussion of participants at the SFE Induction Course. A large number of the group had been in post for more than six months, the longest five years and they engaged in discussions about their practice, relating it to the aims of the National Certificate. They raised deeper concerns such as, how better to promote student-centred learning in problematic subject areas, how to motivate the students and the extent to which they thought assessment actually helps the students, based on their own experience.

SUMMARY

Our case-study and survey data suggest that informal help from departmental colleagues is the most helpful kind of induction arrangement. We have tried to explain that such informal help is useful because it is immediate, responsive to the lecturer's needs and given by people who are having to teach the same modules and students as the new lecturers' themselves. There were some reservations about the exclusive reliance on this kind of arrangement particularly in terms of getting to know the college as a whole and of part-time staff's access to such informal help.

Many of those who experienced planned activities and taught courses found them useful. Micro-teaching was highly valued as were opportunities to meet new staff from other departments. It is not in our remit to recommend particular forms of induction arrangements. It did strike us however, that the timing of planned activities and taught courses is crucial if they are to have maximum impact.

We suggested in Chapter 1 that induction may be variously understood. In the course of the research we tried to interpret what different people perceive as the purposes of induction, and these are considered in the next chapter.

5

THE PURPOSES OF INDUCTION

Clear purposes lie behind the induction provided by Marks and Spencers plc which we mentioned in Chapter 3, the overall uniform purpose being that members of staff become 'viable' so that customers do not walk out of the store.

We felt that it was important in our research to have some awareness of what people in FE saw as the purposes of induction. We did this directly through questions in the case-studies. In the early stages of the research we found it was impossible to identify the same uniformity of purposes of induction in FE. This is possibly because of the lack of consensus we found about what it entails to be an FE lecturer.

In this section we report on the discussions about the purposes of induction which we had in the case-study colleges. The respondents tended to emphasise one or more of the following three purposes:

The provision of information
Making new lecturers feel secure
Socialising new lecturers into the world of FE.

These areas are by no means mutually exclusive. Clearly one could help new lecturers to feel secure by providing them with information, for example. Rather, in discussing the purposes of induction, individual lecturers might place greater emphasis on one area than on another.

THE CASE-STUDY EVIDENCE

1 The provision of information

Many heads of departments and new lecturers saw the main purpose of induction as providing new lecturers with information. Information might concern all aspects of a lecturer's job from locating buildings to teaching methods. For example, one new lecturer described induction as:

> Introduction to teaching techniques and assessment procedures, familiarisation with the college management structure, section staff, the assistant principal with responsibility for them (sic).

Another new lecturer identified the aim of induction as being:

> To train you up in the way of the college;
> To show you the ropes and the way around.

A similar comment came from another new lecturer:

> To have some kind of background about how the college works.

These comments imply passivity on the part of the new lecturer who is in receipt of the information. One reason for this emphasis on the provision of information might be the nature of the difficulties experienced by many lecturers new to FE, particularly those with a previous background in industry. As we saw in Chapter 2, they found it difficult to adjust to FE culture. In seeking to overcome this difficulty it is understandable that they may want to be provided with information which will help them become familiar with the environment

of FE. The view of some new lecturers that induction into teaching can take place through the provision of information is interesting. It would seem to suggest that teaching is regarded by them as a closed set of skills which can be delivered from senior staff to the new lecturer as mentioned in Chapter 2.

Whilst many heads of department emphasised the purpose of induction as providing information on a variety of aspects of the new lecturer's job, they did not extend this to teaching. Typical comments were:

To make the new lecturer aware of the organisation, size, who people are, resources and how to use them.

Information on administration, chain of command, hierarchy, daily routine (registers etc), information for secretaries, student monitoring.

2 **Feeling secure**

Many senior staff stressed the purpose of induction as giving support to new lecturers during what they saw as a difficult and stressful period. The term 'traumatic' was frequently used to describe this phase of a new lecturer's career. Those who placed the emphasis upon security saw new lecturers as vulnerable to feelings of inadequacy and so emphasised the supportive purpose of induction. They saw this as overriding any other purpose such as the provision of information. In this context the provision of information was seen as a means to an end, that of making the lecturer feel more secure.

This emphasis on providing security for new staff was particularly noticeable when new lecturers with a background in industry were mentioned. Induction for this group was seen by a staff development officer as comprising:

> The different activities which draw in a member of staff and make them feel, first of all, what it is that they have to offer as a member of staff.

Similarly, a regional officer emphasised the need to be supportive:

> We've got to communicate that the skills they have are worthwhile.

New lecturers are appointed from industry to teach certain subjects because they have the necessary industrial skills and experience. However, the above comments would seem to suggest that the new lecturers themselves did not always perceive these as being recognised and valued, and this reinforced a sense of insecurity.

3 **Socialisation**

Several respondents saw the purpose of induction as the integration of a new lecturer into the department, the college or the Region. This would necessarily involve the lecturer becoming aware of the prevailing values within the systems. One new lecturer spoke of the aim of getting:

> The person amalgamated with the team.

Another new lecturer referred to the process of:

> Informally developing loyalty to the department.

Others focussed explicity upon the values which they had taken on through induction, as did the following two new lecturers:

> Coming to see things in the same way as the department and maybe the college.

> Confirmation that I am in tune with current attitudes.

A local authority officer used an analogy in expressing what she saw as the purpose of induction. She described it as the socialisation into the 'nuclear family' (FE in the Region) and the 'extended family (education in the Region).

If the purpose of induction is one which is concerned with socialisation, then the emphasis is on the acceptance of the values and attitudes of the organisation. Clearly a person is likely to feel secure once this is accomplished, and in so doing will have to gain information on a variety of matters. However, the primary concern for them is with the values and attitudes, not the information.

THE NATIONAL SURVEY EVIDENCE

Views of the promoted staff

We had no direct question on the purposes of induction in the national survey. However we did ask promoted staff about the kinds of problems which could be alleviated through a college induction programme. A list of problems was presented and staff were invited to choose as many as were appropriate.

TABLE 5.1: PROBLEMS WHICH COULD BE ALLEVIATED THROUGH A COLLEGE INDUCTION PROGRAMME: PROMOTED STAFF'S VIEWS

	N = 123 %
Worried lecturers	81
Inefficient National Certification administration	59
Inefficient college administration	55
Wastage of senior staff time	53
Poor teaching	45
Students' complaints about poor teaching	33
None	4
Other	6

Multicoding so responses do not total 100.

What is interesting here is that prominence is given to alleviating the problems of worried lecturers which is in the same domain as making lecturers feel secure, one of the purposes of induction to emerge from the case-studies. It is also worth drawing attention to the dominance of administrative concerns. We reported on this in Chapter 2 where we discussed the kinds of difficulties faced by new staff. It is also worth pointing out that fewer than 50% of our sample believe that induction can do anything to alleviate students' complaints about poor teaching. This is reflected in our case-study data, where some heads of department were adamant that learning to teach was done on the job by practical experience, not by abstract discussion.

Comparison of new lecturers and promoted staff views on purposes of induction

We have already said that in the national survey we did not have a specific question on the purpose of induction for either the new lecturers or the promoted staff. However we did ask both groups two questions which would enable us to gain an understanding of the importance, or otherwise, which they gave to induction, and what an ideal induction programme might do. From their responses we hoped to get some indication of what respondents saw as the purposes of induction, and we present our findings below.

The questions which we asked were:

New lecturers - Question A1

> In the light of your experience as a new lecturer, how important is induction to you? Please indicate **important** or **not important.** Please say briefly why you have made this choice.

New lecturers - Question A2

> If you had a free hand what would you like the ideal induction programme to do for you?

The questions to the promoted staff varied only slightly.

Promoted staff - Question B1

> In your view how important is induction? Please indicate **important** or **not important.** Please say briefly why you have made this choice.

Promoted staff - Question B2

> If you had a free hand, what would you want the ideal induction programme to do for new lecturers.

The responses to the first parts of questions A1 and B1 were as follows:

TABLE 5.2: THE IMPORTANCE OF INDUCTION: NATIONAL SURVEY RESPONSES

	New Lecturers N = 124 %	Promoted Staff N = 123 %
Very important	81	94
Not important	7	1
No response	12	5

In the open questions there was a similar high response. Of the 124 new lecturers who returned questionnaires, 102 said in question A1 why they had made their choice, and 104 outlined their ideal induction in question A2. Of the 123 promoted staff who returned questionnaires, 98 supported

their choice in question B1 and 111 responded in question B2. These figures, when taken alongside the overall high rate of response to both sets of questionnaires in the participating colleges (77%), is an indication of the importance which both new lecturers and promoted staff place on induction.

We analysed the responses to the four open questions to identify the extent of the consistency in the views of the purposes of induction between the two sets of respondents. We listed the particular features of induction which they mentioned in their responses, removing the difficulties which were the subject of Chapter 2. We were left with the purposes shown in table 5.3. This shows those responses which were mentioned by more than 10% of both the new lecturers and promoted staff.

TABLE 5.3: PURPOSES OF INDUCTION: NEW LECTURERS AND PROMOTED STAFF

	New Lecturers N = 124 %	Promoted Staff N = 123 %
Increase new lecturer's confidence	17	14
Make new lecturers effective/efficient	11	19

A major purpose of induction was alleviating the difficulties experienced by new lecturers and reported in Chapter 2 where the improvement of teaching skills was a feature. For the moment we are concentrating on the purposes of induction, not previously mentioned.

Other common features, but with fewer staff commenting on them, included:

To alleviate stress and avoid pressures.

To benefit the students.

To introduce other members of staff.

To avoid mistakes.

To stop the new lecturer feeling isolated.

A further analysis of the responses revealed that there were significant differences in the purposes of induction between the two groups. The new lecturers tended to see the purposes as resolving the difficulties mentioned in Chapter 2. In other words their views about the purposes of induction were limited to solving immediate, short-term needs. None of the new lecturers mentioned purposes which were not also covered by the promoted staff. As in the case-studies these views of induction implied passivity on the part of the new lecturers.

The promoted staff reflected a more extensive range of purposes than the new lecturers. They tended to take a broader long-term perspective on induction. These reflections included such things as:

Becoming part of a team.

Helping the new lecturer to develop an awareness of longer-term staff-development needs and accepting staff-development as a continuing process throughout their professional career.

Introducing new lecturers to sources of help.

Encouraging professional attitudes.

Establishing/maintaining a concern for quality and/or standards.

Showing new lecturers that they are cared for.

Although promoted staff tended to emphasise one purpose of induction more than others, there is no correlation between the particular emphasis on the purpose of induction and forms of provision of induction.

The three main purposes highlighted at the start of this chapter are reinforced in the comments which respondents put into the questionnaires, ie the provision of information, feeling secure and socialisation. However, as we shall see below, there were suggestions from the promoted staff of a more supportive structure within which induction might take place, and this over a longer period of time so that induction is seen as the first stages of staff development.

The purposes highlighted so far in this chapter are concerned primarily with the content of induction. However the data also contained comments about induction arrangements ie the timing of induction, the amount of time allocated to induction and the form of induction. Of those who mentioned arrangements, 30 had received induction. Only a few commented on the timing and the point at which induction should take place, but 24 new lecturers commented on the form of induction. Of the 24 responses, the single most common kind of suggestion was for a more formal kind of induction, with suggestions of more structure in the ways in which it is provided. This contrasts with the evidence in Chapter 4 where new lecturers expressed a marked preference for informal induction. This might be because informal induction was the only induction they experienced and so they were unable to make comparisons. Alternatively, because of the reflective nature of question A2, they may have come to realise in retrospect the limitations of informal induction. The concern for structure is interesting when we remember the implication of passivity in certain purposes of induction about which comment has been made in this chapter. We argue for a greater degree of structure in the provision of induction in the final chapter of the report.

In the responses from the promoted staff to the related questions B1 and B2, 24 said something about the ideal induction arrangements. There was less emphasis on the form of induction, but more on the timing, although opinion was almost equally divided between a block of time at the beginning (usually a week), and an on-going programme under some kind of supervision by an experienced member of staff, but based on individual needs.

IMPLICATIONS

The absence of any degree of clarity and uniformity about the purposes of induction in FE must have implications for the effectiveness and efficiency of any induction which is provided. If providers are neither clear about nor have agreement about the purposes it is unlikely that the induction will be effective for everyone who receives it.

We reported earlier in this chapter the wide range of purposes of induction held by staff in FE colleges. These, together with the large number of difficulties which we highlighted in Chapter 2, could not possibly be accommodated within any one induction programme. It might be necessary, therefore to be less ambitious in stating one's purposes of induction by prioritising. More effective use could be made of strategies such as the timing of different aspects of induction whereby the more immediate purposes of induction identified by the new lecturers and those of a more long term nature can be equally fulfilled.

SUMMARY

The case-studies and the questionnaires have revealed that the views on the purposes of induction vary considerably. Those expressed through the case-studies tended to fit into three broad groups, to provide information, to make the new lecturer feel secure and to socialise the new lecturer into life in the college. The purposes obtained from the national survey tended to reflect a short-term view held by new lecturers, and a broader, longer-term view by promoted members of staff. In the responses to open questions about why respondents believe induction to be important, and what the ideal induction programme might do for new lecturers, most saw induction in terms of content. Where there were suggestions about the arrangements there was a measure of support from the new lecturers for a greater degree of structure in the provision of induction. Promoted staff would see the ideal induction programme as the first stages of an on-going staff development programme.

6

STUDENT FEEDBACK AND INDUCTION

During our enquiries into the purposes and extent of student feedback, we turned to the work presently being undertaken by the Responsive College Project where student feedback is seen as an important indicator of college effectiveness. What has emerged during our enquiries are the contrasting views about feedback held by new lecturers and promoted staff. In the case of the latter they reflect many of those being reported by the Responsive College Project.

One of the case-study colleges has close links with that part of the Responsive College Project which is based in Scotland. The Project, which was originally set up by the MSC (now Training Commission) with financial support from the local authorities involved, is a UK programme which is seeking to encourage FE colleges to put more emphasis on marketing strategies. The model which the Project is seeking to promote portrays college activity as a 'Product Cycle', the main components of which are Market Research; Product Development; Selling and Promotion; Quality Control; and After-Sales Service. In relation to the quality control elements of the cycle, the Project has been considering methods by which student feedback could be obtained. We visited the Project in Scotland to see if they had any experience which would help us in our attempts to answer the questions about student feedback. At the time of our visit the Project was encouraging colleges to develop different kinds of feedback systems to monitor quality control, but it had not moved into specific questions relating to student feedback on lecturers' performance.

We approached the question of the use of feedback in both the case-studies and the national survey. It became clear from the case-studies that student feedback was closely associated in people's minds with the sensitive issue of the appraisal of lecturers. One of our case-study colleges did use a system of student feedback and indeed had been selected partly for that reason. This college has produced a questionnaire which is given to students at the end of each module. The feedback sought is about the students' experience of the module including:

The kind of teaching methods used
The advantages to the students of the teaching methods
The disadvantages of the teaching methods.

The student questionnaire is an attempt by the college to see if they are achieving the aims and methodology of the Action Plan in the eyes of students. However, there is no opportunity in the questionnaire for students to provide feedback on the performance of individual lecturers. In discussions with promoted staff in this college we found differing points of view about the value of feedback, and where feedback was being obtained at department level, this was through different approaches. Again there was no mention of lecturers' performance. In this respect the college was basically the same as the other colleges in the case-studies, except perhaps in having a higher level of awareness amongst senior staff about the issue of student feedback. A number of lecturers said that the college student support service, whereby a member of staff is linked to each student group, is a means of obtaining informal feedback.

The response to our national survey question, 'Is there a formal system in the college for collecting student feedback on lecturers' performance?', is shown in Table 6.1.

TABLE 6.1 DOES A FORMAL SYSTEM EXIST IN THE COLLEGE FOR OBTAINING STUDENT FEEDBACK?

Promoted staff	N = 123 %
YES	18
NO	78
DO NOT KNOW	1
NO RESPONSE	3

The absence of a formal system does not mean that student opinion is ignored, however. Our case-study data indicated that some student feedback was gathered in a variety of ways. Before going on to examine how student feedback is collected, we consider its purposes, by reporting the views of regional officials, college principals, senior staff and new lecturers themselves.

Regional officials

As a group the regional education officers generally believed that feedback could be a valuable indicator of lecturer performance, but were sensitive to the present debates about staff appraisal in this respect. They also saw feedback as primarily a college responsibility.

The Principals

All the principals we interviewed agreed that student feedback is a desirable indicator of overall college performance through which they can judge the effectiveness of the college. However they often saw the feedback as something which alerted them to problems and a mechanism for the transmission of complaints, so that the feedback was negative rather than positive. They all believed that students welcome the opportunity to express their views. However, feedback on the day to day process of teaching and learning was not usually the concern of the principals. By the nature of their position in the college, they were largely remote from where the immediate performance of lecturers was significant. All of the principals who were interviewed said that they delegated the responsibility for ensuring that staff received induction to heads of departments. When matters come to their attention it was usually in relation to lecturers having major difficulties.

Many principals also said that they were not attempting to put too much emphasis on formalising systems for direct feedback because they believed that the climate is not right at present for a detailed debate in their college about formal mechanisms. As one principal said:

> Direct questions would cause a revolution.

Other promoted staff

As we mentioned in Chapter 1, FE colleges increasingly have to market their courses effectively if they are to stay in business. A key concern of senior staff therefore, is to attract students to their college. Colleges now have to face competition from private providers at a time when demographic trends mean that there are fewer 16-19 year olds to be attracted to FE. It is from this age group that a significant proportion of FE students have traditionally come. There is also a continuing pressure on staff to increase the quantity and range of revenue earning courses. One way of doing this is to develop and maintain lively and interesting courses which have customer appeal. Student feedback is clearly important here as part of any quality control system. As might be expected, therefore, one purpose of student feedback mentioned by 75% of the promoted staff we surveyed is the identification of difficulties of new lecturers' in teaching.

Staff development officers

A word frequently used in this context by staff responsible for staff development was 'evaluation'. They said that they saw feedback as something integral to the teaching and learning processes and that it needs formalising and structuring so that problems are identified in a positive way at an early stage. They also commented that informal feedback is constantly being monitored.

New lecturers

New lecturers themselves accepted the idea of student feedback and were keen to use it as a measure of their own performance, but they mainly defined feedback in terms of immediate responses from their students. In the majority of cases the feedback which new lecturers sought related to their effectiveness as teachers. This is because their primary concerns were establishing themselves in the eyes of students as a college lecturer, and feeling secure in the role and with the status. Although they interpreted feedback as an indication of success in what they saw as the most important aspects in the early stages of the new careers, they did not appear to use it to help them to identify what their longer-term professional developmental needs were.

In our national survey data, 68% of new staff agreed that student feedback could identify the difficulties of new lecturers, whilst 12% disagreed and 15% did not know.

HOW IS STUDENT FEEDBACK OBTAINED?

As we indicated in the introduction to this chapter, we came across no formal systems of assessing new lecturers' performance which used student feedback. However, our case-study work revealed that student feedback was obtained in three main ways; i) through student counselling services, ii) through student discipline procedures and iii) through tutorial guidance services. Beyond this, some case-study colleges had an evaluation system built into their modular provision where the emphasis is on the modular programme rather than on the performance of an individual member of staff. With the exception of module evaluation, however, the characteristic of the procedures outlined above for obtaining feedback are that they are haphazard, and covert. For instance, a head of department suggested that she can get the feel of how lecturers are performing by talking to students and she maintained that she could monitor staff all the time by these

means. Another commented on the gossip which takes place within student groups, particularly when engaged in practical work, about their experiences in other parts of the college. Such gossip can draw attention to difficulties which students and new staff are having. Thus when matters are brought to the attention of senior staff it is either by accident or because they have developed into a crisis. In the words of one head of department:

> ... I know through default rather than through a formal system.

Only in a few cases did promoted staff say that any of the difficulties which were identified were handled in a systematic way, that the information was fed back to the lecturer concerned, or even that the lecturer was aware that senior staff saw these procedures as ways of identifying difficulties.

The impression of informal, haphazard and covert systems used in the case-studies was reflected in our survey data. We asked, 'Is student feedback on lecturers' performance obtained indirectly through any of these other mechanisms?', Table 6.2 shows the response.

TABLE 6.2 OTHER MECHANISMS OF STUDENT FEEDBACK

Promoted staff	N = 123 %
Student counselling services	61
Student discipline procedures	37
Tutorial guidance sessions	45
Others	11

Multicoding so that responses do not total 100.

Principals, perhaps foreseeing a certain inevitability in the need to develop procedures, wanted such procedures to be structured, open and applying to all. Theodossin (1987), in commenting on the place of feedback in monitoring quality control in FE, supports their argument for a systematic approach to feedback.

> ... an effective quality control systems needs to be formal, ie regular, systematic and organised, a normal part of operational activity. An informal system is, by definition, occasional, haphazard and accidental ...

There was a range of views across the case-studies about the validity of the information received through feedback and whether mechanisms to obtain student feedback on lecturers' performance should be developed. Some staff said that whilst it was desirable to collect feedback on courses, it would be difficult, dangerous and potentially bad for morale to collect feedback on the performance of individual lecturers. Others said that feedback should only be collected from certain students, namely mature students, those paying for their courses themselves, students on advanced courses and students who were in college because they want be. There was resistance to collecting feedback from YTS students. Theodossin & Thompson (1987) acknowledge that staff have reservations about collecting feedback from certain groups of students, but the evidence from the Responsive College Project counters these reservations in that they found that

students do not 'rubbish' teaching staff when given the opportunity to express a view on their course.

NEW LECTURERS' VIEWS ON THE USEFULNESS OF STUDENT FEEDBACK

Most new lecturers saw student feedback as something which is embedded in the interaction between learner and teacher, and believed that this usually more illuminating than feedback from senior staff.

The following comments from new lecturers reflect the kind of feedback which they interpreted as helping them to judge how well they were performing in class, and so identifying induction needs:

> If they look interested, ask questions and score well you know you've done well.
>
> The nature of student-centred learning enables feedback to be gained. I often ask them how I am doing as a lecturer.
>
> I make modifications as a result of seeing the students' response to lessons, and listening to what they are saying.
>
> Students will be totally disruptive if a lecturer is not doing the job properly.
>
> If the lecturer is not doing the job right (sic), the students will comment and often gossip and comment in related classes.

Because new lecturers are usually isolated from their colleagues when they are working with students, they seek reassurance about their ability to communicate and teach through such indicators. Where feedback on performance is not being offered by senior or experienced colleagues, new lecturers put a lot of importance on this unstructured and informal feedback from students. On the other hand some new lecturers take a negative stance by interpreting the fact that the head of department has not complained as a positive indication that they are coping.

Only a minority of the new lecturers said that they ask their students at the end of a course or module about their performance as a lecturer. Furthermore, only few lecturers mention the feedback which could come indirectly through other college systems. This is probably because they are not involved in setting up or operating the systems, or because the systems are designed primarily to provide information which is required by other people.

Several new lecturers also named the indicators which they use to provide longer-term feedback on their performance, and in the absence of any kind of appraisal by senior staff, these are also very important to them. Much credibility is given to the marks which students achieve in external examinations. However the National Certificate modules do not provide feedback in this respect because there is no final external examination. It also makes special demands in respect of continuous assessment, the operation of which is already a significant challenge to new lecturers because the independent criteria afforded by external examinations are missing. Some lecturers have made up for this lack of feedback by making comparisons between their students and those of other lecturers taking the same modules, or in comparing the achievements of their students with the people with whom they recently worked in industry in the same skill or cognate area. As one new lecturer put it:

> I know from my experience that they, (the students) could go into a business and cope.

One lecturer uses the same materials and approaches with a number of different groups to compare the results.

Lecturers' perceptions of assessment for the National Certificate is examined more fully in the SCRE Practitioners MiniPaper 3 by Black et al listed in the reference section at the back of this report.

THE RELEVANCE OF STUDENT FEEDBACK TO INDUCTION

None of our case-study respondents made a strong case for using formal feedback to identify induction needs. Many saw induction as a relatively short-term event, where the concern is to provide the new lecturer with basic, 'life-saving' skills. Some senior staff expressed reservations about increasing the stress on new lecturers in the early stages of their appointment by exposing them to too rigorous a feedback system which could put too much emphasis on difficulties and cause the new lecturer to loose confidence.

Only one of the case-study colleges had developed an individualised system of induction which was based specifically on the negotiated needs of the new lecturer on taking up their appointment. However, the new lecturers were usually not in contact with students until they have completed the induction programme, so feedback had no place in this particular system. Also many senior staff in this college, as in others, saw induction ideally as something which takes place before a new lecturer starts teaching and not as an on-going activity over the first few months of a new lecturer's career.

THE IMPLICATIONS OF STUDENT FEEDBACK FOR STAFF DEVELOPMENT

The evidence seems to suggest that in the majority of cases staff development needs at the induction stage are not identified through a formal structure, but as a result of problems which arise which sometimes come to the attention of promoted staff by accident. As well as raising questions about the desirability of this as one of the main processes for the identification of staff development needs, it must also influence the ways in which new lecturers perceive staff development. The result might be that staff development, instead of being a dynamic, positive process which focuses on developing strengths and assisting professional growth, becomes something which focuses on weaknesses and problems.

New lecturers take student feedback very seriously and in most cases make their own decisions on courses of action on the basis of the feedback. We believe that there is a case for helping new lecturers, through their induction, to be more systematic in obtaining feedback by helping them to develop appropriate feedback mechanisms, and in analysing the results to provide more effective and meaningful feedback. As well as improving their professional skills, a more systematised approach to feedback could provide a basis on which the quality of FE provision would be maintained and improved, particularly in the light of significant new developments which have demanded changes in the ways in which teaching and learning take place. In the case of negotiated learning, feedback is already an integral part of the process as students themselves are involved in assessing the effectiveness of their teaching/learning experience.

However, the place of student feedback in induction in particular and staff development in general, is clearly a contentious one. All we are suggesting here is that feedback can be positive and indeed a 'building on strengths' approach to staff development can have much to recommend it. In our view feedback which is haphazard, often collected covertly and which concentrates on deficits in teaching is unlikely to promote a positive attitude towards staff development.

SUMMARY

The subject of student feedback was a sensitive area because many promoted staff particularly associated feedback with appraisal. Both promoted staff and new lecturers were agreed that feedback is useful but for different reasons. Promoted staff see it as a way of identifying a wide range of problems in the institutions. New lecturers saw informal feedback as a way of assessing their success as a lecturer. There are dangers in not seeing feedback in a positive light. Accent on problems can make it difficult to create a positive climate for staff development.

7

THE COSTS OF INDUCTION

In this chapter we consider first the costs of induction by examining the two categories into which respondents divide the costs: administrative costs, and personal costs, and then we examine a further question: Should induction be costed?

There is a general consensus that induction does have cost implications, and these costs can be divided into two groups, administrative and personal costs. The former relates to such items as salaries, employment of staff to provide cover to enable new lecturers to be released from teaching, the purchase of equipment, the development and production of training materials, travel, and sometimes fees and expenses either to travel to courses, or for visiting speakers.

The personal costs relate to the extra demands which induction places on members of staff in respect of increased workload, and inductees anxiously wondering if they are inconveniencing colleagues by asking questions, borrowing teaching notes and materials etc. Although these apply to all new lecturers, the particular difficulties experienced by part-time staff in this respect emerge here as elsewhere in the report.

ADMINISTRATIVE COSTS

In response to the question in the national survey 'Is your induction programme costed?', of the 80 senior staff who said that their college has an induction programme, only two said that the programme is costed. Nevertheless, senior staff were able to identify the following as being the most significant administrative costs which have been incurred in order to provide induction. These are listed in the following table, together with the percentage of the sample who selected it as an administrative cost. The figures relate to promoted staff who said that their colleges provided induction.

TABLE 7.1: THE ADMINISTRATIVE COSTS OF INDUCTION : PROMOTED STAFF'S VIEWS

	N = 80	%
Time spent by senior staff on induction	57	71
Provision of cover for lecturers	28	35
Time spent by senior staff in arranging cover	24	30
No costs because induction falls within the normal duties of staff	21	26
Other	3	4

Multicoding so that responses do not total 80 or 100%

It is interesting to note that 26% of the promoted staff said that induction is an integral part of their professional responsibilities. We shall return to this later in this chapter.

In most cases the administrative costs of induction were absorbed in the system. This is because a lot of induction took place in non-contact time. This applied both to the new lecturer as well as to those contributing to induction. Because it was absorbed in the system in this way it stayed as a hidden cost, but had to compete with other demands on non-contact time which were also hidden costs. The list of such demands to which respondents referred included:

Modular development
Course-team meetings
College marketing operations
SCOTVEC moderation procedures
Cover for staff absence (including waiting for newly appointed staff to take up post)
Cover for staff on in-service courses.

In a nutshell then, we came across only one example of a college or Region where an attempt had been made to cost induction as a separate activity. (Appendix A) Colleges do not typically cost induction provision. However, despite a regional assistant director's assertion that induction is provided on the basis of 'nil resources', it became clear that support for induction at regional and college level is provided primarily in three ways:

1 Through adjustments to staffing ratios One Region allocates staff on the basis of 740 hours instead of 860 hours to provide, in the words of the assistant director:

> ... a vast flexible resource which colleges can use for a range of activities including induction.

However, a head of department felt that a major limitation of such general support of this nature is that it did not take into account the specific needs of individual departments which may vary at different times of the year. For example there might be a number of staff requiring induction at the same time as other members of staff are being released for the TQFE course. The demands on non-contact time such as those listed above do not spread themselves evenly throughout the year, and many are unpredictable.

Another problem which was drawn to our attention related to the distribution of non-contact time, that is the need to ensure that the blocks of time were sufficiently large to enable meaningful induction activities to be undertaken. Furthermore, these blocks needed to be arranged so that training could be carried out with colleagues in similar situations.

2 Through the appointment of staff development tutors Four of the five colleges which we case-studied had appointed staff to co-ordinate and contribute to induction courses. Their remit was for staff development in general rather than induction in particular. In three cases there is also a person appointed to provide support at regional level.

3 Provision of staff cover Two of the colleges had allocated part of their annual budget to provide funds to cover staff who were attending staff development and induction courses. In one college the budget was controlled by the principal, in another by the assistant principal

for staff development. In both instances the heads of departments had to make the case before funds were released. In one of the college we found that a number of heads of departments did not know about the system.

We came across an example of an English local education authority who allows up to an additional 25% of a new lecturer's total salary costs to be available to provide substitution and so to allow release for induction and in-service needs in the first year of appointment.

In the national survey we asked promoted staff which constraints prevented the college operating induction as it wished. Table 7.2 shows the response.

TABLE 7.2: CONSTRAINTS ON INDUCTION : PROMOTED STAFF'S VIEWS

	N = 80 %
Timetabling commitments of new staff	66
Mismatch of timetables of all those involved in induction	51
Lack of time for management and contributors	46
Absence of a clear regional policy	36
Lack of support from the Region	32
Absence of a clear college policy	11
Lack of support from management	10
Lack of expertise	5
A general lack of interest in the college concerning induction	5
Other	16
No constraints	4
Multicoding so responses do not total 100	

Finance itself did not emerge as a constraint. The constraints which dominated seemed to concern the timetable. It is these very constraints, however, which might well be alleviated by finance.

The views listed in table 7.2 were sometimes influenced by other pressures on the department which were rooted in administrative costs, for example the need to meet financial targets and to increase the number of students passing through the department. One head of department told us :

> There are more and more pressures on heads of departments to utilise the 860 hours to ensure that class contact is at a maximum. Therefore there is no scope for doubling up classes etc. But without induction it is not really efficient. It might be efficient in accounting terms, but the quality of programmes is beginning to suffer.

In another college an assistant principal was also concerned about pressures which militate against induction :

> In the days when the criteria (sic) seems to be maximising student enrolment as a defence policy against cuts or to meet capital costs, then induction gets displaced.

One problem which has to be faced in apportioning administrative costs is the difficulty in deciding whether or not a particular activity would count as induction. For example, the first experience a new lecturer has as a member of a team developing a national certificate descriptor into learning activities could be considered as induction. However, the particular activity may not appear among the list of items of his/her induction programme. Such diffusion and overlapping of activities makes the costing of induction with any measure of accuracy an extremely difficult task.

The national survey has highlighted the extent to which informal help from colleagues is one of the ways by which new lecturers receive induction. According to respondents' comments, its advantages lie in the immediacy of the response, the relevance to personal needs and the sense of belonging which it engenders. A number of respondents believe that such induction is almost impossible to quantify in monetary terms. Nevertheless, in considering the costs of induction, it is important to take account of the personal contributions of colleagues to the induction process, and we do this within the context of personal costs.

PERSONAL COSTS

These are almost impossible to quantify, yet they are significant in the provision of induction.

In the national survey of promoted staff in colleges we suggested two possible personal costs and table 7.3 shows the response to these. The national survey data revealed that the provision of induction was seen to be part of the job by 2% of the promoted staff who responded. On the basis of our case-studies, we suspect the true proportion would be higher, but the 2% who made this observation in the national survey included it as a response to an open question, we did not ask specifically if they had this view. We report our case-study data more fully below.

TABLE 7.3: THE PERSONAL COSTS OF INDUCTION: PROMOTED STAFF'S VIEWS

	N = 80 %
Increased workload	80
Reduction in non-contact time	26

Senior staff's views on personal costs

A large majority of the senior staff in our case-study colleges, particularly heads of departments, felt a sense of responsibility to new lecturers and displayed an awareness of the need to integrate them as quickly as possible into the college. Except in the few cases where senior staff had a management responsibility for induction such as staff

development co-ordinators, or were appointed with a responsibility to implement induction such as staff development tutors, 'the provision of induction' was probably not a phrase which appeared in their job descriptions. Yet they accepted the responsibility and increased demands which induction created. In almost every one of our interviews with 30 heads of departments and senior lecturers, we did not find that they looked upon the provision of induction as a personal cost.

In spite of the administrative pressures, the majority of senior staff have already expressed their belief in the necessity of providing adequate induction, and were willing to contribute their own time, especially if induction meant informal ad hoc help in the department. This willingness was usually a reflection of their broader commitment to staff development, and their understanding of what is required from someone working in a professional capacity at a senior level. As one senior lecturer said :

> Induction is part and parcel of on-going working needs and working situations.

This willingness to spend time on providing informal, ad hoc induction, was in stark contrast to the reluctance to release new staff to take part in induction which we reported in Chapter 3.

New staff's views on personal costs

In our case-studies many new lecturers described how they gave up many hours of personal time when they first took up their appointments because of the demands of the post. A lecturer's job was seen as more difficult and time consuming than first imagined, especially in terms of lesson preparation and marking. This meant that non-contact time was extremely precious to new staff and any inroads in it made by induction, for example, meant that preparation and marking had to be done in personal free time.

The part-time staff were at a greater disadvantage because they were not paid for non-contact time, so any induction must be in their own time. Where one principal had introduced a system whereby part-time staff are paid one hour for every two hours they spent on induction, the system did not seem to be widely understood in the college, and one part-time member of staff did not press for payment, having detected an unwillingness by the head of department to initiate the administrative procedures which would result in payment being made.

In Chapters 3 and 4 we highlighted the amount of informal help which new staff received from their colleagues. By definition this informal help was not programmed, so it was not allowed for in the personal time-tables of the lecturers providing the support. This resulted in an increased workload for the lecturers although the comments from both the new lecturers and the providers suggest strongly that this support was given most generously, and often offered before it was requested. That being so, although it might be defined as a personal cost, the staff concerned did not generally regard it as such, but accepted it as an integral part of their wider professional responsibilities.

SHOULD INDUCTION BE COSTED?

The kind of induction which would lend itself to some kind of costing analysis would be the formal systems - that is the taught courses and planned activities.

As we have already indicated, we came across only one instance where an attempt had been made to cost induction. Costing was not an issue as far as the new lecturers are concerned, although the provision of the things which they say they would find helpful in their induction would have

financial implications. We asked senior staff, nevertheless, whether induction should be costed.

Promoted staff's views on whether induction should be costed

The main reason which promoted staff gave us in the national survey for not costing induction was that it had never been considered. (71% of those who responded gave that reason). Amongst the promoted staff there was a general, but often resigned acceptance, that induction should be costed. However, although they did not believe that the exercise would have any well-defined benefits, costing might be introduced because of the continuing trend to apportion costs to a growing number of activities. One staff development officer, on the other hand, believed that costing undertaken in college would have a positive benefit:

> It is not ideal the way it is. In order to make it more open it has to be costed. 'Open' means more formal so that everyone knows that induction is taking place. In some cases induction takes place 'under the counter'.

A strong argument put forward for costing induction is that it will help to 'legitimise' the activity in the eyes of key people in the colleges and Regions. However, by suggesting that induction can be costed, there is the danger that induction might be viewed as a 'commodity' which is provided to new lecturers and which has defined parameters relating to such things as time, content and method. Such a view would reflect an input model of induction, something primarily information based and skill orientated, perhaps guided by a checklist.

If induction is costed there is also a possibility that it would become over-formalised and defined by procedures and job descriptions. This can have the effect of assigning induction responsibilities to particular staff and possibly excluding those people who have contributed on the basis of conviction rather than duty. Several new lecturers told us that they had benefited from the fact that many members of staff all levels were willing to make a contribution often, as we have said, on an informal, voluntary basis.

An over-emphasis on costing, then, might limit the ways in which induction is provided and might lead to induction being seen as a product. If induction is seen as a developmental, on-going process which is dependent on the interaction between the new lecturer and a range of colleagues, then costing is very difficult because, as we said earlier in this chapter, the interaction cannot be easily labelled induction or not induction.

Most people who contributed to the research believed that the benefits of induction cannot be quantified, and costing would automatically lead to some form of cost-benefit analysis. In the view of one head of department this is already happening :

> Induction is seen by management as not cost-effective because those involved are not teaching.

It was in the context of discussions on costing that the benefits of induction to the institution, the lecturer and the individual student were raised as important factors to be taken into account. It was felt that failure to provide induction could transfer problems, and hence costs, elsewhere in the college. A head of department expressed it this way :

> No induction means time has to be spent later in finding and giving information. This costs money.

Whilst another suggest that :

> If you are costing induction you would have to do an analysis of the cost of not providing induction, for example people wasting the time of both the inductees and people like senior lecturers .....

A training manager at Marks and Spencer plc said that the company sees its induction as a way of making sure that new staff do not make costly mistakes. The firm recognises, but cannot quantify, the cost to them of a customer who walks out without purchasing. Similarly a British Aerospace training officer says that the company cannot 'afford' not to induct new members of staff because they remain inefficient.

In the case-study interviews respondents expressed more concern about the quality of induction than its costs, and emphasised the need for induction to take place irrespective of the costs. This was particularly so in relation to visible, administrative costs. People were aware of the personal costs involved in providing induction, and the other costs which were incurred when induction is not provided. We were reminded by one head of department that the cost of induction is not the same as the value of induction. Where the emphasis is on costs, then concerns about quality and the value to the individual of the induction experience which is dynamic and which responds to their personal needs might be lost.

SUMMARY

Induction costs were identified by respondents in the survey as administrative and personal costs. Often administrative costs acted as a constraint as far as induction was concerned, but people were willing to overcome these by giving of their time and experience at no little personal cost to themselves. Views differed on the nature of costing induction, although the consensus suggests a resigned acceptance that costing will be introduced.

8

IMPLICATIONS FOR COLLEGE INDUCTION PRACTICE

In this final chapter we draw together the main points from the previous chapters and discuss the implications of these for college induction practice.

THE PRESENT SITUATION

There exists in Scotland a situation unique to the UK. Whilst pre-service training is compulsory for all school teachers, this does not apply to FE lecturers. Professional training starts after they have been appointed on a full-time basis. Even then, although staff are usually actively encouraged to undertake professional training on an in-service basis, there can be a considerable delay before a new lecturer participates in the School of Further Education TQFE course. It was not part of our remit to comment on the present arrangement and report on the relative effectiveness on the pre-service system of FE teacher training which operates in England and Wales and the in-service system in Scotland. What we can say is that the present system places a considerable responsibility on colleges to provide, at least, a basic form of professional training. Any change from the present arrangements to one similar to that operating in England and Wales would result in a change from Regional funding (on which the present arrangements largely depend) to Central Government funding as with teacher training courses. Given the existing system, our research has looked at the ways in which Regions and colleges have responded to the challenge of providing new lecturers with support in these crucial early stages.

The difficulties experienced by new lecturers

We found that new lecturers often faced considerable difficulties on first taking up their post. These related to knowing how the college works, adjusting to the FE culture and teaching. The degree of these difficulties were influenced by the previous background of the new lecturer and we found that those with a previous background in industry experienced major difficulties, particularly in adjusting to the FE culture. We also found that the contract held by the new lecturer (ie part-time or full-time) and the subject being taught influenced the degree of difficulties experienced. We highlighted the divergence of perceptions between new lecturers and promoted staff over what the difficulties were for new lecturers. Most notably, senior staff saw new lecturers as having fundamental difficulties in relation to teaching, a view not shared by the lecturers themselves. It is interesting to us that there is <u>not</u> a substantial gap between senior staff and new staff about difficulties new staff experience in administrative tasks. We suspect this is because there is tangible evidence, in the shape of forms correctly or incorrectly completed, to demonstrate the kinds of difficulties new staff experience. Where gaps exist are in the areas where there is no tangible evidence about the adequacy of performance. The range and variety of teaching methods used by new staff is one such area.

Induction arrangements

Colleges make a variety of arrangements for helping new lecturers overcome their difficulties. There are taught courses which involve lectures or workshops on such matters as the National Certificate, learning resources, teaching methods and college organisation and management. There are also planned activities such as meeting various senior members of the college staff, visits to other departments and interviews with the staff tutor. By far the most common form of induction provision, however, is informal help offered by, or sought from, departmental colleagues on a wide range of matters concerning administration, teaching and general adjustments to the world of FE. None of these forms of provision necessarily excludes the other and our survey showed that it was usual for new staff to experience two of these kinds of provision and indeed 18 of our total number of lecturers experienced all three. Beyond these kinds of provision, new staff could also make use of staff handbooks, self-study packs and some regional courses. A relatively small number attend the SFE Induction Course.

Our research also revealed fairly wide access to such provision although it is worth bearing in mind that 26 of our total sample of 124 new lecturers had received no induction and of the 98 who had received induction 21 had received informal help only. We also drew attention to the problems of access by the part-time staff in our case-study colleges.

Our evidence suggests too, that there are considerable difficulties in mounting formal induction programmes. The most severe of these seems to be the timetable commitments both of new lecturers themselves and those providing induction. This is particularly true in respect of the taught courses and planned activities because of the problems associated with staff release. Nevertheless, our national survey demonstrated that a great deal of induction is taking place, and on many occasions this is because of the resourcefulness of heads of departments in making arrangements for staff to be released. In some cases they accept the responsibility for taking classes themselves. However, our experience suggests strongly that it is a hit or miss arrangement which leaves induction very much to chance, and, as we noted in our observations, it means that people frequently have to withdraw from induction at the last moment. Not only is this wasteful of the resources put into the preparation of induction, but in the minds of new lecturers it must devalue induction, and by implication staff development too. These administrative difficulties can be compounded by some heads of department who are sceptical about the value of formal programmes and hence reluctant to make release of staff from classes a priority. All the principals we interviewed in the case-studies said that they delegated responsibility for ensuring that new members of staff received induction to the heads of department. The case-studies suggest that the majority of heads of departments accept the need for new members of staff to receive induction. This was supported by the national survey data. Of the 62 heads of departments who returned questionnaires, 59 indicated that they believed induction to be 'very important', and of these 46 took the trouble to explain in writing why. Where new members of staff did not receive induction the main reasons were because the system for release was non-existent, it was too difficult to operate, or other pressures prevented it from operating as it should. It need not be like this.

Part-time lecturers

We have referred to the special problems of part-time lecturers many times in the report. In the case-studies most of the part-time staff we interviewed said that they had not received formal induction. This was supported by the promoted staff in the colleges who said that there were problems of access for part-time lecturers, and many recognised this as a serious problem. The members of the regional directorate we interviewed recognised that part-time staff usually missed out on formal induction arrangements, and admitted that where induction was provided at regional level, it was not available to part-time staff. Our evidence leads us to suggest that part-time lecturers have difficulty in receiving formal induction. Even where induction at college level is available to them, they have considerable problems with access. When the system seems to discourage participation by part-time lecturers, it must also be seen to discredit the whole purpose and value of induction, especially as part-time staff form a significant proportion of the teaching force.

As colleges increasingly have to respond to the needs of the market to survive, flexibility will become more important. Part-time lecturers on short contracts enable colleges to be more flexible. Indeed part-time lecturers are a major resource in this and many other aspects. If colleges accept the responsibility of ensuring that teaching is of a high quality, then this must apply to part-time as well as full-time lecturers. Whilst most colleges do encourage part-time staff to take part in induction, because of regional policies they cannot pay part-time staff for the times when they are not teaching. There is a system whereby most full-time lecturers are allowed to take part in induction during their contract hours, and so in effect are paid for the time they spend on induction. It seems to us to be unfortunate that part-time lecturers are not paid, especially when we note that a large number of staff said that the difficulties of part-time staff are basically the same as full-time staff. The different policies which determine payment to full and part-time staff for induction should be reviewed so that the anomaly is removed. If staff development as a whole is to be taken seriously, and appear to be credible in the eyes of staff, then part-time staff have to be involved on the same basis as full-time staff.

Which arrangements do new lecturers find helpful?

Informal help from departmental colleagues was seen by new lecturers as the most useful kind of provision. We have suggested that this is so because such help is immediate, it is directly responsive to the new lecturer's perceived needs and it may be less threatening to discuss problems with one's immediate colleagues than with senior staff with cross-college responsibilities who can seem remote from the day to day concerns of a new member of staff. Other forms of provision were seen as less helpful not because of the teaching methods used, but because the information being transmitted did not seem of direct relevance to the new lecturers' needs. The exception here was micro-teaching which was almost universally praised by those who had taken part in it. The problem with these more formal methods of induction, we suspect, is one of timing. As a new member of staff, one's immediate concerns are likely to be those things which are absolutely essential in order to function as a lecturer. The tangible way in which new lecturers' competence can be assessed is via the various administrative tasks central to the running of the department. Thus if taught courses or planned activities concern the philosophy of the National Certificate or introductions to the college hierarchy this can seem frustratingly irrelevant to someone struggling over completing assessment

sheets. We are not arguing here that the more abstract information sometimes provided through formal induction procedures are unnecessary. Far from it. What we are arguing is that on the basis of our evidence, this kind of information should come later rather than earlier in a new lecturer's induction.

Because a significant number of new lecturers found that they were supplied with too much irrelevant information too early in the appointment, there is a case for structuring induction so that only basic information is supplied in the early stages, and this will include introductions to key people who can provide help when the need arises. We were told on a number of occasions by new lecturers and promoted staff that the needs of individual lecturers will vary according to their previous experience and the demands of the new post. With the exception of the case-study college which had developed a highly individualised system of induction, we found little evidence of lecturers who were involved in planning their own induction arrangements with an experienced member of staff. We believe that more negotiation would make the induction more relevant to the new lecturer, but a balance needs to be found between the advantages of individualising induction through negotiation and ensuring that induction is not done in isolation so that new staff are denied the opportunity of meeting other new lecturers.

Many of the heads of departments who gave reasons in the national survey for induction being very important said that it emphasised the importance of staff development to the lecturer and the college. If the concern is to promote a positive image of staff development then care is needed to avoid the theory-practice gap which has bedevilled much of pre-service school teacher training. In this context we would caution against induction which kept new staff out of the classroom for long and which concentrated on the provision of abstract information without relating it to practice.

We recognise that each form of induction has distinctive advantages. In the experience of new lecturers the taught course enabled them to meet colleagues from other departments, and sometimes from similar departments in other colleges. It also has the financial advantage of allowing a number of new lecturers to be inducted at the same time. The planned activities introduced them to the key people and the 'geography' of the institution. The informal help was immediate and helped to build positive relationships with colleagues. These are important advantages and should not be lost.

Student feedback on lecturers' performance

Whilst we found no evidence to suggest that student feedback was obtained in a formal way, it was clear that it was obtained indirectly through mechanisms such as student counselling and discipline services. However we found that it was being used in this way to identify problems and weaknesses and we suggest that this unlikely to create a positive climate for staff development.

The costs of induction

In Chapter 7 we drew attention to colleges where effort had gone into providing cover for new lecturers' classes so that staff could participate in the formal induction programme with minimal disruption to the departments. Interestingly enough, costs of such cover and other aspects of induction did not feature as constraints on provision, perhaps because induction is not costed. We have shown, however, that there are readily identifiable administrative and personal costs of induction, although it is

difficult to calculate the true cost. One college tried to do this but there were considerable reservations amongst our case-study respondents about the desirability of costing induction. The main fear was that induction could become a 'commodity' and the designated responsibility of specific members of staff, undermining the 'collegial' induction which new lecturers find so helpful.

Guidelines

In the early stages of the research we had open discussions with the principal and senior staff of two colleges who were looking at their induction arrangements for new lecturers. We asked their views on the question posed in the specification 'Is it possible to produce guidelines which would enable colleges to improve their induction arrangements for new lecturers?'. It was apparent from the discussions that colleges would prefer guidelines which would help them to review their arrangements rather than specific guidelines on how to provide induction. This is because the needs of new lecturers are so diverse and colleges themselves each have differing circumstances. This view was confirmed through subsequent discussions with senior staff in the case-study colleges and our own observations. Having received this reassurance we submitted a proposal to the Scottish Education Department for funds to finance the production of induction guidelines, and this project will be completed by the end of 1988.

To us, one of the most revealing aspects of the survey work is the gap between new lecturers and senior staff in their perception of the difficulties new lecturers face in relation to teaching. Taking this gap together with new lecturers' preference for informal, ad hoc help, we devote the rest of this chapter to the suggestion that such help needs to be systematised if it is to be of maximum benefit to new staff.

THE CASE FOR SYSTEMATISING DEPARTMENTAL INDUCTION

Our evidence suggests five main aspects about informal help from colleagues to new lecturers

it is by far the most common form of induction provision

it is highly valued by new staff and not resented by departmental staff

it is immediate

it is haphazard

its effectiveness is not monitored.

We want to suggest that the gap in perception between senior staff and new staff about the extent of difficulty in teaching, largely arises from the unstructured nature of the informal help. There are two aspects to the systematisation of informal help which we wish to consider in particular.

Observing teaching

First of all, new staff are sometimes invited to watch a colleague teach. New staff say they find this very helpful and, at one level, we are certain this is the case. If you have never taught before, not even to the extent of teaching practice, then watching an experienced lecturer in action must

be beneficial. Work with pre-service teacher trainees, however, indicates that very little of the repertoire of skills which an experienced teacher brings to any classroom is picked up by a novice through direct observation (McAlpine et al, 1988). This is because a whole range of subtle routines and behaviour is used by the teacher and pupils which have become part of the taken for granted teaching process. It is much easier to analyse why something went badly in a lesson than why it went well. McAlpine et al suggest that if beginning teachers can explore with the experienced teachers they observe, what went well and, crucially, why it went well, then beginning teachers can be helped to build up their own repertoire of teaching skills. In FE colleges where new lecturers told us about observing experienced lecturers, they also told us that they did not discuss the experienced lecturers' lessons at all, far less explore why they used particular methods. We would suggest, therefore, that the present approach to observing experienced staff is not giving maximum benefit to new lecturers. They need to be more aware of what experienced lecturers are doing and why they are using particular techniques. This means that time needs to be set aside for discussion about the lesson as soon after the observation as possible.

Monitoring the competence of the new lecturer

The second aspect of help on teaching which we wish to consider is the absence of any systematic monitoring of a new lecturer's teaching competence. Experienced staff rarely, if ever, observe a new lecturer teaching in a planned and systematic way. Instead they rely on 'dropping by', 'hanging around', or wait until a problem is drawn to their attention by some means or other. Such is the pace of life in FE that new lecturers are assumed to be coping unless there is a demonstrable problem. This lack of monitoring of a new lecturer's competence does no service to them for two main reasons. First of all, new lecturers can have a quite unrealistic opinion of how adequately they are teaching. If the students are behaving, the work is being covered and the new lecturer is satisfied with students' attainments, then they believe they are doing a good job. Just how short-sighted such a view can be is demonstrated by the gap between new lecturers and senior staff in recognising assessment for example as a difficulty which new lecturers have. Secondly, by having a covert approach to detecting problems, new lecturers are given a message that staff development is something that happens only if there are problems. The notion of staff development as an intrinsic aspect of professional life for all staff does not get a look in! Shouldn't new lecturers be encouraged to reflect on their teaching by discussing it with a sympathetic and more experienced colleague who has observed the new lecturer in action? One characteristic of the TQFE course is that a college mentor is provided for new staff. This is usually an experienced member of staff who can help the new lecturer through the course by offering advice. One of the departments in one of our case-studies was extending the role of mentor to include responsibility for induction of new staff into that department. This seems to be a strategy well worth pursuing because it capitalises on the professional strengths and expertise of mentors who have presumably been appointed because of their professional and personal qualities. By focusing the co-ordination of the activity at departmental level on a single member of staff it must help with the systematisation of induction at that level. It holds the possibility of extending the combined region/college approach which we found in two case studies and which seemed to be effective in raising awareness of the need to provide induction, as well as providing ways in which induction could be carried out. If such an approach were adopted within a context which emphasised the supportive and

developmental nature of observation, wouldn't the gap between senior staff and new staff about the difficulties new lecturers face in teaching be reduced?

Induction as the first stage of staff development

We began this report by highlighting the difficult and multi-faceted job of the present-day FE lecturer. In particular, we drew attention to the diverse range of clients which FE now serves. How important it is, that these clients, many of whom have been tempted back to education and training as mature students, are presented with teaching approaches which help them to learn in an interesting and enjoyable way. We are suggesting that if departmental induction involved a systematic and constructive exploration of teaching approaches, the new lecturer would be well placed to take full advantage of the TQFE course and to develop a critical and reflective stance on his or her own teaching. This would set him or her on the path to constructive and continuing professional development.

We also made the point at the outset that FE now operates in a world where private sector training has expanded and competes more vigorously than ever for clients as well as funds to provide training opportunities. There are new markets to be served such as unqualified adults, employed and unemployed seeking training, less qualified young adults on compulsory attendance and central and local government programmes. All of these are in addition to the traditional clients on full and part-time courses, day and block release. More than ever FE is encouraging, supporting and providing training, but is no longer alone in the field. In terms of induction, and in the broader sense of staff development, the following view expressed by a college principal in the national survey is apposite.

> It ill befits a college not to be seen to be training its own staff.

SUMMARY

The more formal induction provision was not found by lecturers to be particularly helpful and we suggest that this was because it was inappropriately timed. Informal induction clearly emerged as the most commonly experienced and preferred form of help. In recognition, however of the gap in perceptions between new lecturers and promoted staff about the difficulties new lecturers experience we suggest that informal help be systematised in two ways:

i) teaching lecturers how to observe experienced members of staff.

ii) monitoring the competence of the new lecturer within a constructive framework.

In our view, informal induction which involves a systematic and constructive exploration of teaching approaches can help the new lecturer to become critical and reflective about his or her teaching. Induction could then become a positive first stage in professional staff development.

APPENDIX A

COST OF INDUCTION PROVISION AS AT JUNE 1987

The costs have been based on the following assumptions.

1 Internal Support and review is part of the normal remit of senior staff and the staff development co-ordinator.

2 Induction training in college or at residential seminars will be part of the remit of the staff development co-ordinator.

3 Regional support will be available.

4 One week pre-employment induction during the vacation will cost the salary of the new employee ie. £300 per lecturer (authority cost)

5 One week post-employment induction during term time will cost equivalent of supply cover for 18 hours ie £180 per lecturer.

6 One week post-employment induction during a non-teaching week ie. 1st week of term or mid-modular blocks will cost nothing in supply costs.

7 (a) Six hours remission from teaching for 13 weeks will cost £780 for supply cover.

(b) Three hours remission from teaching for 13 weeks will cost £390 for supply cover.

8 Single day release for INSET will cost £60 for supply cover.

Other costs: may be

- residential costs
- payment for attendance at external courses
- tutoring costs/or mentoring costs other than staff development co-ordinator or RSDU.
- travelling costs

Using these assumptions the approximate costs for providing induction to a range of staff is as follows -

Staff		Type of Induction	Cost per staff member
1	Non-trained new entrant	4 + 7a	£1000+
		5 + 7a	960
		6 + 7a	780
2	Teacher trained new entrant to FE	8 + 7b	450
	or if induction during non-teaching week	7b	390

3 Promoted staff

It is much more difficult to reach an induction cost for promoted staff although the same costings as above can be applied with different salary costs and supply time. If a newly promoted SLII was sent on a residential management course for one week

costing	£200
supply cover for the week might cost	120
supply cover for a reduction of teaching by 3 hours for 13 weeks would cost	390
Total	£710

To provide induction by overlap staffing will cost the salary of the new member of staff, ie approx £400 per week.

APPENDIX B

CASE-STUDY - COLLEGE A

1 THE STRUCTURE OF INDUCTION

1.1 **The Regional contribution**

There is a draft paper on staff development in Further Education in the region which contains a recommendation that induction should be provided. It has yet to be endorsed by the Regional Education Committee.

The region provides direct financial support for the work of a 16+ Support Team which is based at a Regional Centre. It is led by the Curriculum and Staff Development Officer and consists of the college professional tutors who are seconded for two days a week to the team.

1.2 **The School of Further Education**

The region does not involve the School of Further Education in its induction programme because regional provision is less expensive and there is sufficient expertise within the 16+ Support Team to offer the required range and quality of regional led induction.

1.3 **The college policy**

The college policy does not detail the extent of induction. The college staff development committee is, however, considering a policy document at present.

1.4 **The background to the college programme**

Induction procedures were instituted in 1980 and a self-study induction programme has existed and been used since 1981. The post of professional tutor dates from 1980.

2 PLANNING

2.1 **At regional level**

There is a Further Education In-service Committee, and a Staff Development Planning Group. The Further Education In-service Committee identifies and makes arrangements for the regional in-service programme of courses. The programme is primarily curriculum led.

2.3 **At college level**

The college Staff Development Committee (which reports to the college Academic Board) has overall responsibility in the college for staff development, including induction. It is chaired by the assistant principal (for Staff Development and Resources).

The proposals emanating from the Staff Development Committee are implemented by the professional tutor, the plans being approved by the committee in consultation with heads of departments and senior staff.

Lecturers who have identified their own induction needs with the professional tutor can discuss these with the senior members of the department who in turn may ask the professional tutor for advice on how to meet the needs. The professional tutor will liaise with departments to provide staff development courses within those departments as specific needs arise. Part-time members of staff have access to staff development courses.

3 IMPLEMENTATION

3.1 At regional level

The regional curriculum and staff development officer, in consultation with the 16+ Support Team, organises and delivers a series of in-service courses at regional level. The regional induction programme, which commenced in 1975, ran every term for 10 weeks - one afternoon per week until 1986/87. It covered :

Introduction to FE and the National Certificate;
Introduction to assessment and guidance structures;
Teaching and learning approaches;
Use of audio-visual aids;
Introduction to YTS.

The programme did not take place in 1986/87 because there were too few nominees. In its place the professional tutors combined face-to-face sessions with the up-dated self-study induction units 'Induction course for 16+'. A three day course is being planned for August 1988.

The regional courses are for both full-time and part-time staff. Four or five years ago a series of summer evening induction courses was run for interested members of the public. The aim was to provide an introduction to teaching for people who could be called upon as needs arose. However, there was little correlation between those who attended and those eventually securing part-time employment.

3.2 At college level

Induction procedures are followed which are common across the college. All new members meet with the administrative officer (Personnel). The professional tutor receives details of all new full-time members of staff as soon as they take up their appointments and meets them in the early days of their appointments. They also meet the principal in the first two weeks. Heads of departments are involved in the induction from the start.

When the new lecturer meets with the professional tutor, a checklist is used to ensure that all areas of induction have been covered. This also enables the new lecturer to express areas of interest, discuss previous experience and be informed about the SFE teaching qualification course requirements, and registration, and staff development opportunities.

Because of problems of releasing members of staff, or when people join the college in small numbers, the professional tutor makes the regional self-study induction pack available, and arranges tutorial support as required.

A lot of induction takes place in departments which is overseen by a senior member of the department staff. Particular attention is paid to induction relating to the national certificate and its

administrative systems. In some departments there is senior lecturer responsible for induction within the department. In others, there are no such arrangements. There is an informal mentoring system for new lecturers operating in some departments. One department manipulates time to allow staff to act as mentors although it does not appear on their timetables.

When it happens, the induction of part-time staff is the responsibility of the department in which they teach. The professional tutor and a senior member of the Catering department jointly ran an induction course which was attended on a voluntary basis by twelve people who were interested in part-time employment in catering. They had been told that the college would be employing extra staff in the near future. The course combined face-to-face contact with the self-study induction units, and all twelve secured a part-time post in the college. The course was followed up with visits to the lecturers on taking up their posts.

4 COSTING

The costs of the regional induction programme are not isolated or recharged. In addition each large college gets 2 x full-time equivalent and small colleges 1 x full-time equivalent posts, for staff development in support of the 16+ Development Programme in addition to the staffing complement.

From the regional perspective flexibility is built into the staffing establishment of the college to allow for curriculum and staff development activities including induction and this is reflected in the average class contact hours.

The college programme is not costed. The first call on the budget for staff development has to be to support staff undertaking programmes leading to the Teaching Qualification in Further Education for which the region allocates full-time equivalents to the college.

5 STUDENT FEEDBACK

Little is done in respect of feedback in the region, although at one college some former students have been asked to evaluate their courses.

There is no formal college programme of student feedback whether to identify induction needs or for other purposes, although on some courses, particularly those involving mature students, an evaluation form is completed by the students.

There are opportunities for students to comment on the effectiveness of the modules they have completed. The college has a formalised grievance procedure which can identify problems relating to the performance of the lecturers.

CASE-STUDY - COLLEGE B

1 THE STRUCTURE OF INDUCTION

1.1 The Regional contribution

At present the region has no role in the induction programme in the college.

The region has just undertaken a survey of staff development provision in its FE colleges which is presently being considered by the directorate. The region has produced a statement which says that every new lecturer should receive induction.

1.2 The School of Further Education

The School of Further Education has no role in the provision of induction in the college.

1.3 The college policy

Heads of departments and the college staff development officer (SDO) say that there is no college policy in respect of induction, certainly in the form of a statement.

The principal states that there is a policy based on the staff development committee's project to identify the needs of part-time teachers. There is no policy statement although the college hopes to formalise things eventually. The college sees part-time staff as a priority because of its heavy dependence on them.

1.4 Background to the college programme

The principal has stated that he wants staff development to have a high profile in the college, and has charged the SDO with the responsibility of making it happen. He communicates his wishes through the head of department meetings.

The college programme has its background in the development of a college resources centre which serves all the departments in the college through the provision of :-

storage and access to a variety of A/V and computer assisted learning materials;

the opportunity for lecturers to design and produce learning materials using these resources;

training in the use of the equipment within a broader programme to improve standards of teaching and learning in the college;

The workshops which make up the college programme are designed to demonstrate in their delivery various approaches to teaching and learning with regular discussions with the participants about the kind of processes taking place, and the roles of the participants.

The major boost to the training aspect of the resources centre was the injection of funds through the TRIST programme which was used to support teaching and learning programmes related to the then new 16+ National Certificate.

The SDO has been the driving force behind the development of the college programme of in-service training, the main features of which are :-

activities designed to draw attention to the kind of support offered by the college resources centre by helping lecturers to develop their skills in designing, making and using the resources which are available.

a limited programme which the unit can guarantee to deliver so helping it to develop and maintain its credibility in the eyes of staff in the college.

The SDO, through heads of departments, has undertaken a survey of all part-time members of staff to identify their induction needs.

2 PLANNING

The SDO presents proposals in respect of staff development to the College Staff Development Committee. When these are agreed the plans then go forward to the heads of departments or direct to the Academic Board. The principal and Academic Board then approve the final programme.

The pre-determined list of courses is based on primarily:

what the SDO can guarantee to produce the change in approaches to teaching and learning as the basis of the National Certificate

skills which will enable lecturers to make more effective use of the resources centre

needs which emerge as a result of feedback from the course evaluation sheets.

3 IMPLEMENTATION

The SDO produces a programme of courses which is then circulated amongst the members of staff, including the part-time members. Courses are held during the college day and require staff to be free, or released from other duties.

Whether a course runs or not depends on the number of staff who enrol.

Part-time staff attend in their own time, but are 'credited' with one hour's extra employment for every hour they donate of their own time to staff development.

The Catering department has extended the role of the SFE TQFE course mentor to have a responsibility for induction of new staff. The responsibilities will include the following

to organise and oversee five half day programme of induction

to be available over and above these regular meetings to meet new members if they wish

to provide internal support for the self-learning induction package produced by the SDO if the members of staff wishes that support

over the first two weeks or one month of the new appointment to be available for a daily 15 minute session with new members to negotiate with the SDO for courses specially designed for the department.

A checklist has been produced by the SDO to help the mentor. The arrangement will enable individual members of staff to receive induction as and when they require it.

It is not known the extent to which other college departments have similar plans.

4 COSTING

The induction programme is not costed. Nevertheless special arrangements apply in respect of induction for part-time staff so that, for every hour given by the member of staff voluntarily for induction, the college pays for each additional hour. This is a system adopted within the college and implemented by the principal who retains an element of control over the part-time budget to support the release of staff for staff development.

5 STUDENT FEEDBACK

The college is involved in the Responsive College Project and are piloting methods of obtaining feedback on aspects of courses which will take account of lecturer performance. Some feedback is obtained through other college mechanisms, such as formal discipline procedures and the college guidance and counselling services.

CASE-STUDY - COLLEGE C

1 THE STRUCTURE OF INDUCTION

1.1 The Regional policy

The Regional Staff Development Steering Committee, which has representations from Regional Staff Development Unit (RSDU), has produced a draft policy statement in relation to induction which contains references to :

Establishing a regional priority for induction;
The need for induction, with college and section policy statements on induction;
Types of induction and implementation
Monitoring of feedback on lecturers with responsibilities;
The role of the RSDU;

The draft policy statement has not been formally endorsed by the regional Education Committee. This means that it is not a policy statement, it is a statement of intent which is not backed up by resources from the region to implement it. It has the status at present of a recommendation from the regional Staff Development Steering Committee which has to be re-stated every year.

The assistant director for further education says that a recommendation from the regional Staff Development Committee states that new members of staff be given 18 hours teaching time instead of 22.

1.2 The Regional contribution

The major contribution is through financial support for the RSDU which was set up originally to provide a programme of staff development related to the Action Plan. The finances are made available to support the following activities :-

1 The appointment of a full-time head of the RSDU, who is responsible for implementing the programme with administrative support;

2 A limited number of part-time secondments (RSDU representatives) to undertake special assignments of varying duration in the RSDU, and to support staff development in the colleges as required;

3 A programme of short courses provided by RSDU related to developments in schools and the community education service, including induction.

The RSDU provides wide ranging staff development opportunities of which induction is only one.

In general identifications of staff development needs is achieved :-

(a) through the staff development steering committee who make regional recommendations and all other regional groups;
(b) by liaison with other support agencies eg Regional Assessment and Moderators Programme (RAMP);
(c) by close links with the "chalk-face" through RSDU secondments and regular meetings with the staff development tutors.

For induction the process is simpler :

(a) Needs are identified by the staff development coordinators in college who, with RSDU, plan an induction programme;
(b) The programme is 'approved' by the Staff Development Steering Committee (assistant principals) who then make sure of appropriate recruitment and attendance at the course;
(c) The course is delivered by a team of RSDU staff and college staff development coordinators.

The unit does not provide induction to teaching for school-based or community education staff, but it does provide induction to the National Certificate for both of these groups.

The priority for induction has been agreed as the 'new starts', even those with a teaching background.

During the academic year 1987/88 the RSDU has provided induction on two occasions - 5 days during the week before the start of the autumn term 1987, and 3 days before the start of the spring term 1988. Newly appointed staff were expected to attend, and their contracts start earlier to allow them to be paid. Staff previously appointed were also encouraged to attend.

The RSDU undertakes a programme of formal evaluation after each course, and the information is used in planing future staff development activities. As well as providing induction through the courses at RSDU, the unit and staff development tutors in colleges also support staff who wish to use the self-study units 'Induction course for 16+', with tutorial support provided by the RSDU. Another opportunity for staff development including induction through the RSDU open access resources base. Most of the materials relate to staff development and are available for use by staff from the regional colleges, schools and the community education service.

The focus of the RSDU has been the 16+ developments, little has been done in respect of staff dealing with mature adults.

1.3 The School of Further Education

An attempt was made some years ago to develop a regional induction scheme involving the School of Further Education with the then four regional colleges. It never materialised. No-one seemed to know why the scheme was never adopted.

There is no contact with the SFE regarding induction - the region believes that they can meet the needs with their own resources, and have sufficient demand to cope on their own.

1.4 **The college policy**

There is a staff development policy in the college. This policy is endorsed by the management team. This policy also refers to induction. Every senior lecturer has been given a copy of the policy which contains references to :

responsibilities;
needs and sources of support;
time allowance for induction;
teaching load;
emphasise in the programme;
relation of induction to staff development;
arrangements for part-time staff.

1.5 **Background to the college programme**

There is a college staff development coordinator at the level of assistant principal who has oversight of all staff development in the college.

The college also has a staff development committee which is fairly representative of all the divisions and centres in the college. People are invited to serve on the committee because of their interest in, and commitment to, staff development. It also includes a newly appointed member of staff who has not yet undertaken the TQFE course. The chairman is the college staff development coordinator.

The staff development tutor is responsible for following up in the college members of staff who have attended the regional induction course to see if new needs have been identified as a result of their attendance. This is done in close cooperation with the section leaders, (broadly equivalent to heads of departments).

All section leaders have a staff development responsibility to ensure that each new member of staff has an induction programme. All staff development within the section is the responsibility of the section leader.

2 PLANNING

The staff development tutor (who is accountable to the staff development coordinator) has recently sent a form to each section leader so that they can inform him of induction needs.

The staff development programme (which includes induction) is arranged following discussions between the section leaders and the staff development tutor. Although he is accountable, his role is principally supportive, and deliberately not aligned to the college management structure.

Needs are also identified through the staff annual review - which is taking place only at senior level at the moment, but will be extended to cover all staff.

3 IMPLEMENTATION

The section leader is responsible for arranging induction for all new members of staff using the checklist as a guideline. This checklist is provided by the staff development tutor when the new member of staff joins.

The staff development tutor acts as a resource person, liaising with section leaders and, if necessary, with RSDU to meet individual induction needs. Once the new lecturer has completed the items on the check-list, the relationship with the staff development tutor is an 'on-demand' basis - the initiative coming either from the lecturer or the section leader on his behalf.

At the start of each term there is an in-house programme for new members of staff - whether or not they already have a teaching qualification. The principal provides input on the role of FE in Scotland and the region, with something about the college structure. The head of resources provides information about college resources and support which is available from the college learning resources centre. The staff development coordinator explains the significance of staff development in the college. The staff development tutor arranges these meetings and provides new members of staff with information about RSDU courses, including induction. In addition he is available to respond to demands raised by members of staff regarding staff development.

The purpose of the in-college induction programme is to provide information about the college as part of the regional and national FE provision, to provide information about resources and support available within the college, and further opportunities for staff development.

The staff development tutor acts as a mentor for the School of Further Education TQFE course.

An important factor in the communications which exist between the RSDU and the college regarding staff development is the strong informal link between the staff development tutor and the RSDU.

4 COSTING

The regional programme provided by the RSDU has not been costed. However in an attempt to inform the directorate the regional staff development coordinator produced an estimate of the costs of induction provision as at June 1987. The elements costed included :-

- the cost of employing a member of staff for an extra week before term starts to facilitate induction;
- replacement staff to cover for release during term time;
- remission of the teaching load for 26 weeks;
- single day release for in-service training.

Other possible costs might be :-

- residential costs;
- payment for attendance at external courses;
- tutoring costs/or mentoring costs;
- travelling costs.

Furthermore in a case study of a self-study induction programme, the following were identified as costs :-

- material costs;
- staff costs (including preparation and secretarial support);
- trainee lecturer time (contact, study and preparation).

The college does not cost its induction programme.

5 STUDENT FEEDBACK

There are no formal mechanisms for student feedback on lecturers' performance. However, new lecturers say that informal feedback from students was vital in making them aware of how well they were teaching.

CASE-STUDY - COLLEGE D

1 THE STRUCTURE OF INDUCTION

1.1 The Regional contribution

There is no established regional policy as such.

1.2 The School of Further Education

The SFE is not involved because they cannot provide induction on the day the new member of staff arrives. The principal believes that they have a role in the second stage of staff development - teaching methods. This could be done in-house, but in association with the SFE. This was also been impossible to identify a week when staff could be released.

1.3 College policy

There is a college policy. The previous document (27/02/84) was revised in December 1987.

1.4 Background to the college programme

The individualised system of induction described below was developed by the head of the educational services in association with an informal group of heads of departments, and received the formal approval of the Principal's Management Committee.

So far one member of staff has been through the programme. He has also been involved in an evaluation of the programme. The evaluation report is being reviewed by the Principal Management Committee.

2 PLANNING

The induction was formally planned, as a result of discussions between the principal, the head of educational services and the heads of department. They would not describe it as a programme because it is adapted to the needs of individual inductees. The system allows for a maximum degree of flexibility within the parameters of the system.

3 IMPLEMENTATION

The present pilot induction programme is individualised and was designed using a basic teaching model.

1 Entry behaviour (the previous experience of the lecturer)

2 The establishment of aims of objectives (in negotiation with the inductee).

3 Identification of teaching strategies and methods (in negotiation with the inductee).

4 Evaluation of the induction process.

The responsibility for ensuring that induction happens is the head of departments. It would not be possible however for the head of departments to deliver this without the educational technology section which ensures that the systems is adhered to so enabling a structured evaluation of the programme.

Although the college has mentors with responsibilities directed towards the SFE TQFE course, there has been no move so far to involve them in induction.

It is intended that the induction programme should commence as soon as staff enters the college as a new appointee. The shape of induction is determined initially by the analysis of the entry behaviour. A period of 4-5 days is allowed for this induction. Where sickness or pressure of work prevents this, the induction takes place as soon as possible afterwards.

The first opportunity after starting at the college the new member of staff attends the Principal's Management Committee meeting.

The new member of staff is given a checklist which was designed and updated by the Principal's Management Committee. It suggests what items of information need to be gained by the inductee.

A new staff member attends the Principal's Management Committee meeting which takes place on Tuesday of each week. This coincides with the second day of the induction programme. The subject of which is aims and objectives. This enables the new member of staff to be introduced to senior staff and see where the college aims and objectives are developed and maintained.

One purpose of the induction programme is to draw up a subsequent staff development programme for the member of staff.

4 COSTING

Nothing is done to identify the costs of induction. Part-time members of staff are not involved in the formal programme.

5 STUDENT FEEDBACK

There is a pilot system of questionnaires to students and staff teaching modular programmes. The student questionnaire address the module itself, and the quality of the teaching they had received. The information is compared with items which arise from the course committees, fed into the guidance systems and hence back into the department organisation and management systems.

Students also have personal interviews with course study advisers. This can also be a means of producing feedback.

CASE-STUDY - COLLEGE E

1 THE STRUCTURE OF INDUCTION

1.1 The Regional contribution

There is no Regional policy in respect of induction. The Region is satisfied that the College is making adequate provision in this respect, but it is willing to participate or support if it is asked to do so.

1.2 The School of Further Education

The Region does not send staff on the 1 week SFE induction course. Further, there are not enough people requiring induction at any one time to warrant the SFE providing or supporting induction in the Region through their outreach work. The college believe that there is sufficient expertise in respect of teaching, learning and curriculum to enable them to provide induction. Furthermore induction in the college is focused on local needs. They feel doubtful that the SFE could provide the local dimension.

1.3 College policy

The college see their induction policy as being embedded in the college policy on staff development. The aim is to provide induction for all new members of staff appointed to the college.

1.4 Background to the college programme

The induction programme is the responsibility of the College Staff Development Officer who works in close association with the Assistant Principal who has responsibility for 16+ Staff Development. Both the Staff Development Officer and the Assistant Principal are part of a region-wide support team providing training in the 16+ area for both the college and secondary schools. The Region provides the financial support for the work of this team.

The post of Staff Development Officer in the college is funded directly from the overall college budget. There is also a college staff development budget of £8,000, part of which is used to support induction training.

2 PLANNING

There are no specific planning procedures, the college staff development programme is arranged jointly by the assistant principal and the staff development officer. The latter is responsible for planning the taught courses on the induction programme. In this respect he is guided by discussions with new members of staff soon after their appointment, and from feedback received from courses already in operation.

Eighty percent of the staff development courses are internal although outside speakers may be invited to offer particular specialisms.

The college has a staff development planning group which is concerned with evaluation the effectiveness of the college staff development programme, including induction.

3 IMPLEMENTATION

The primary responsibility for ensuring that induction takes place is with the section heads. They are instrumental in providing space in the time-table to enable new members of staff and routing them towards the most appropriate kinds of support, eg induction sessions arranged by the staff development officer, structuring team teaching situations, arranging direct personal supervision of the new lecturer, providing support within the section through the section head or another experienced member of staff, etc. They are guided in these tasks by a list of forthcoming courses given to new members of staff at the meeting with the staff development officer or assistant principal (16+). The practice varies widely between the different sections in the college with some section heads putting a high priority on the need for adequate induction and spending considerable time with the inductee in the early stages.

Where circumstances permit, some members of staff spend time in the college before they start their appointment, although the attendance is mostly voluntary. Alternatively members of staff are given two days without a teaching commitment when they start their appointment. Responsibility for organising the activities these days falls with the section head. In some cases it is possible for the previous member of staff, or part-time cover, to remain for these two days to familiarise the new lecturer with the work which has been done.

Where possible the college supports the strategy of dividing the teaching and non-teaching time of new lecturers in large blocks (of approximately 3 hours) spread evenly throughout the week.

Some sections arrange that new members of staff teach only one or two modules. This is possible when the same modules appear in different 'courses'. This reduces the time required for preparation so that time is available for induction.

New members of staff meet the principal in the first few days of their appointment. Sometime during the academic year they are taken by the principal on a tour of the four college sites along with other members of staff who have joined during the year.

When a member of staff arrives at the college, and on occasions soon after the appointment, they are given a handbook produced by the assistant principal (16+) which gives them in aspects of the National Certificate, completion of course registers, advice on assessment etc. One of the staff development officers guides the new member of staff through this so that best use is made of it.

In the early stages the college hopes to arrange for every new member of staff to meet either the assistant principal (16+) and the college staff development officer. This provides an opportunity for individual induction needs to be identified and measures taken to meet the needs. During the early stages of the appointment they will receive a formal period of induction when there are sufficient numbers. This might be in the form of 2 full days or a series of evening sessions. In the case of the latter some sections are able to arrange for the members of staff to have time off in lieu. Different patterns of full day and evening sessions are used in an attempt to accommodate the needs of different members of staff.

The staff development officers are notified of the appointment of part-time staff. Although induction courses are open to staff on part-time appointments, the restrictions of the time-table may prevent their attendance, and when they attend it is usually in their own time.

A great deal of informal induction takes place within each sections. Heads of sections may also provide new lecturers with printed training materials for example the induction units for 16+ produced.

Teachers who need qualifications for the TQFE course may be supported by the college, in that their time-table is arranged to allow them to attend college classes in the subject/s they require. Two members of staff felt that they had not been adequately advised when they joined about the qualifications they would need - or supported by the college in gaining access to the opportunity to obtain these qualifications.

4 COSTING

The induction is not costed at the Regional or college level although some costs could be identified - eg the assistant principal (16+) and the staff development officer.

5 STUDENT FEEDBACK

Students engaged in the National Certificate modules meet regularly with a guidance tutor. These sessions could be used to produce feedback about the performance of individual lecturers although the primary focus is whether or not learning has proved to be a valuable experience. Some section heads meet students at the end of 13 week each block.

Students on MSC programmes meet with representatives of MSC during the course to discuss the college input.

One year ago students were asked to evaluate the modules they had taken by means of a questionnaire. Through this they had the opportunity to comment on the teaching and learning methods they experienced.

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